


Central Washington University



Information Technology and Administrative Management Department
www.cwu.edu/itam

***Be Prepared to Anticipate and Manage
Technological and Organizational Change***

Web Design/Database Management Retail Management and Technology
Network Administration and Management Administrative Management

CENTRAL WASHINGTON UNIVERSITY

January 19, 2011

Information Technology and Administrative Management Five Year Program Review/Report

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Information Technology and Administrative Management (ITAM) Self-Study, Academic Years 2005-2006 through 2009-2010

I. Departmental/Unit Mission and Goals

Information Technology (IT) and **Administrative Management** (AM) in its broadest sense encompass all aspects of information related technology and management applications. IT, as an academic discipline, focuses on meeting the needs of users within an organizational and societal context through the selection, creation, application, integration, and administration of computing technologies. Administrative Management is the application and use of IT to strategically manage the business or organization's operations. Together, ITAM capitalizes on the demand of a large, untapped job market by preparing students to meet the needs of small and medium size organizations. These profit and not-for-profit companies need employees who understand how to use IT to develop strategy and effectively manage the operations. We are experts in IT and moving forward to be the premier program in Washington State. ITAM offers high demand programs!

Central Washington University (CWU) President James Gaudino recently stated that the greatest growth and opportunity at CWU is in its Applied Degrees. A recent Wall Street Journal article captured the essence of the ITAM degree. Today's managers must have the IT skills complementing their soft skills to be successful. Completing a traditional degree in such areas of management, marketing, operations, to mention a few, is not enough. There will continue to be an increase trend for graduates to apply a blend of administrative management, leadership, and information technology skills in today's contemporary organization environments. Indeed, CWU ITAM graduates combine their technical skills (e.g., IT, Networking, Database, CRM, E-Commerce, etc.) with business-ready soft skills – communication, leadership, project management, and administrative management.

During the past five years, the ITAM department has strengthened its assessment data collection as a strategic tool to build and enhance the ITAM core brand – its mission. In addition to assessment data collected in specific courses, the ITAM program uses a variety of assessment instruments directly related to our program and learning goals. We use direct and indirect approaches to capture the assessment data. Direct measures asked students to display knowledge and skill as they complete the task/instrument (i.e., tests, essays, projects, assignments, etc.). Indirect measures asked students to reflect on learning rather than demonstration (i.e., surveys, focus groups, reflection papers). These reviews coupled with the ITAM Advisory Board have lead to positive changes in the high demand programs and curriculum while better focusing on our mission. ITAM heavily promotes its high demand programs both with traditional and new media.

In the past five years, the ITAM Department has emerged as a leader on campus and the state with its high demand programs, expert faculty, business model and strong

assessments. Indeed, ITAM is student focused, market driven and quality obsessed. We are driven to build the ITAM Brand!

ITAM's organizational philosophy has been decisive and shared with all on and off campus. We consider ourselves a strategic business unit (SBU) within CWU with a goal to satisfy the needs and wants of students with high demand programs in IT and Administrative Management.

It's no surprise that we behave like a business with over 450 ITAM majors and minors (Fall 2010) and growing. We are customer driven using business strategy to build the ITAM brand. In 2009-10, we generated \$2.4 million in revenue on \$1.2 million department operation. We are poised to grow with the new university focus of looking at ROI and innovative business solutions. ITAM is the epitome of this university focus! The major changes implemented over the past five years based on assessment outcomes include:

- 1) Changes in curriculum and programs reflecting the current industry standards for IT and Administrative Management (a annual process),
- 2) Overhaul and streamline of course offerings and curriculum in majors and minors in anticipation of severe state budget cuts through 2014 (Degree-to-Time Retention and Program Production),
- 3) Reduction of degree credit numbers for ALL majors and minors to help students remain on task for a four year graduation rate (Degree-to-Time Retention and Program Production),
- 4) Promotion of a two year course offering plan to help students plan and remain on task for a four-year graduation rate,
- 5) Creation of a strong, information rich department managed web site backed by full color brochures, flyers, and video,
- 6) Major restructuring of the ITAM department to be self contained and use no external department courses for its two majors and five minors,
- 7) Use of a senior exit survey for end of program assessment,
- 8) The use of the ITAM Advisory Board, with alums, business and industry leaders, as a strategic tool for remaining current and market driven,
- 9) Elimination of two majors (business and marketing education) and a minor (advertising) to allow department to focus on the core brand,
- 10) Assessment of the general education IT101 Computer Application course for learner outcomes and future integration of information literacy curriculum,
- 11) Hiring of five new tenure track and five new year-to-year instructors who are experts in IT and management directly enhancing the curriculum, scholarship and service in the ITAM areas, and
- 12) Constant updating of hardware and software in the class (course fees) and office to remain current.
- 13) Offering of five (5) IT and Management related minors to complement other CWU programs (e.g. College of Business and IT minors, Family Studies Merchandising and Retail Management minor, Communications and Web and Database minor, etc.).

- 14) Faculty continue to update curriculum to remain current on classes with new software, integrate new equipment, and train to remain current with online learning tools (including assessments) in application's classes.

The following section provides a broad overview of the Information Technology and Administrative Management (ITAM) Department, along with the department's essentially and centrality to the College of Education and Professional Studies (CEPS) and Central Washington University (CWU). The concluding section discusses the governance system of the department.

A. Departmental Mission Statement

The broadest mission of the ITAM Department is consistent with the mission of the university: "... to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems. The ITAM Mission supports the CWU mission to "...develop and strengthen bachelor's ...degree programs ... in business; ... and in technological specializations." A strong liberal arts foundation; applied emphases..."¹ The ITAM Mission also supports CWU and CEPS goals to offer **applied, high demand programs**,^{2, 3} and the CWU Strategic Plan which states, "**Develop new academic programs** that respond to the needs of the local communities and ensure timely and consistent delivery."⁴ Finally, it meets the National Workforce Center for Emerging Technologies mission and goals in the areas of administrative management, leadership and other soft skills as demanded by industry for their IT graduates.⁵

Qualified ITAM faculty and staff create a community that encourages and supports the emotional, personal, and professional growth of students from a variety of backgrounds as well as teaches and promotes the core brand – IT and administrative management. The university works with community colleges to establish centers throughout the state and employs technology to extend the reach of its educational programs. ITAM has been a leader on campus in distance education e-Learning as our faculty have been trained and supported to develop 100 percent online and hybrid courses.

¹ CWU's Mission Statement, Retrieved on February 9, 2010, <http://www.cwu.edu/~pres/mission.html>

² For a discussion of high-demand definitions, see "High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary," Higher Education Coordinating Board, December 2002, and "High Demand – High Need – High Cost Enrollment Allocations, 2001-03," Council of Presidents' Interinstitutional Committee of Academic Officers, November 15, 2002.

³ CWU's Mission Statement, Retrieved on February 9, 2010, <http://www.cwu.edu/~pres/mission.html>

⁴ 2006-2011 CWU Strategic Plan: Goals and Subsidiary Goals, Retrieved on February 2, 2010, <http://www.cwu.edu/president/archive/goals.html>

⁵ Soft Skills Assessment for IT Core Curriculum, *National Workforce Center for Emerging Technologies*

The university community values teaching as the vehicle to inspire intellectual depth and breadth, to encourage lifelong learning, and to enhance the opportunities of its students. The faculty develop and strengthen bachelor's and master's degree programs in the arts, sciences, and humanities; in teacher education; in business; in the social services; and in technological specializations. A strong liberal arts foundation; applied emphases; opportunities for undergraduate research, creative expression, and international study; and close working relationships between students and faculty are hallmarks of the undergraduate experience.” (<http://www.cwu.edu/~pres/mission.html>).

Specifically, the ITAM Department prepares students for productive and challenging careers in information technology and administrative management and for a lifetime of creative thinking and adaptive learning as productive citizens. Within our programs, emphasis is placed on developing leadership, communication, critical thinking, and problem-solving competencies from a contextual and applied foundation. Our mission is accomplished in four ways:

- Providing students with a supportive and student-centered learning environment
- Promoting education based on industry and skills standards in the areas of Information Technology, Administrative Management, Retail Management and Technology
- Supporting faculty in their academic endeavors
- Serving the University and our professional communities with leadership and distinction

B. Brief Description of Department and Program Contexts including Date of Last Review

The high demand ITAM programs aim to provide graduates with the skills and knowledge to take on appropriate professional positions in Information Technology, Administrative Management and Retail Management and Technology upon graduation and mature into leadership positions or graduate studies in multiple fields. The ITAM department prepares students for productive and challenging careers and for a lifetime of creative thinking and adaptive learning as productive citizens. Within our programs, emphasis is placed on developing leadership, communication, critical thinking, and problem-solving competencies. Today's managers MUST have the IT skills complementing their soft skills to be successful. Completing a traditional degree in such areas of management, marketing, operations, to mention a few, is not enough.⁶

ITAM offers two high demand majors: 1) Bachelor of Science (BS ITAM) and 2) Bachelor of Applied Science (BAS ITAM). They have two primary elements: (1) instructional programs or fields in which student enrollment applications exceed available

⁶ Landing a Job in the Future Takes a Two-track Mind, Wall Street Journal, December 29, 2009.

slots and (2) career fields in which employers are unable to find enough skilled graduates to fill available jobs.^{7,8} Washington State Legislators are reviewing Performance Agreements with state universities to allow some tuition-setting authority for universities if universities meet "performance" targets in areas such **as time to degree, degree production in high-demand areas,** and **student retention.**⁹ ITAM is poised for these goals.

It must be noted that since the last ITAM Five Year Program Review, the department has aggressively and strategically focused on its core business of information technology and administrative management. Indeed, ITAM dropped the marketing and business education programs and the advertising minor, and welcomed the transfer of four faculty members to education related departments. The realignment has allowed ITAM to grow exponentially to meet the needs of students, fully develop the curriculum, operate effectively and efficiently, and remain current by industry standards.

The ITAM Department is one of 13 departments within the College of Education and Professional Studies (CEPS), with emphasis placed in the professional studies side as applied degrees. The department has nine (9) tenured and/or tenure-track faculty; nine (9) full-time, non-tenure track faculty; and one three-quarter time administrative assistant. We hire approximately five adjuncts each quarter to supplement the faculty; additionally, we hire three student employees to supplement the administrative assistant. ITAM is understaffed with tenure-track faculty and under budget for meeting the needs of these high demand majors.

Within the university, the ITAM Department is most active in four areas: (1) providing a computer literacy course in the General Education program, (2) preparing undergraduate students for challenging and ever-changing careers in Information Technology, Administrative Management, and Retail Management Technology through rigorous, extensive coursework and internships (BS and BAS ITAM); (3) providing place bound, transfer students with the opportunity to complete a four year degree (BAS ITAM 100% Online Program); (4) servicing other departments with our technology and professional skill courses.

The last Five-Year Program Review was in the Fall and Winter of 2003/2004, although we have also used feedback from the *2007-2008, 2008-09 and 2009-10 CWU Assessment of Student Learning Reports, Feedback for the Department of ITAM* and the ITAM Advisory Board to make relevant and current changes in our curriculum and programs.

⁷ For a discussion of high-demand definitions, see "High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary," Higher Education Coordinating Board, December 2002, and "High Demand – High Need – High Cost Enrollment Allocations, 2001-03," Council of Presidents' Interinstitutional Committee of Academic Officers, November 15, 2002.

⁸ <http://www.hecb.wa.gov/boardmtgs/materials/documents/tab6.employerdemandjointreport.pdf>, Retrieved on January 3, 2010.

⁹ <http://www.hecb.wa.gov/research/PerformanceAgrCom.asp>, Retrieved on January 28, 2010.

C. Departmental Governance System and Organizational Chart for Department

The department currently has nine (9) tenured and/or tenure-track faculty, eight (8) full time non-tenure track instructors, five (5) part-time adjuncts, one (1) three-quarter-time civil service employee, and three (3) part-time student employees. The BAS ITAM Director position is currently vacant with plans to fill the job in the summer of 2011.

The department chair is elected every four (4) years by the department faculty and approved by the CEPS Dean. All faculty members report directly to the department chair. The department chair is responsible for the oversight of all majors and programs and faculty, adjuncts, and civil service members of the department. The department chair serves as the administrative head for personnel issues.

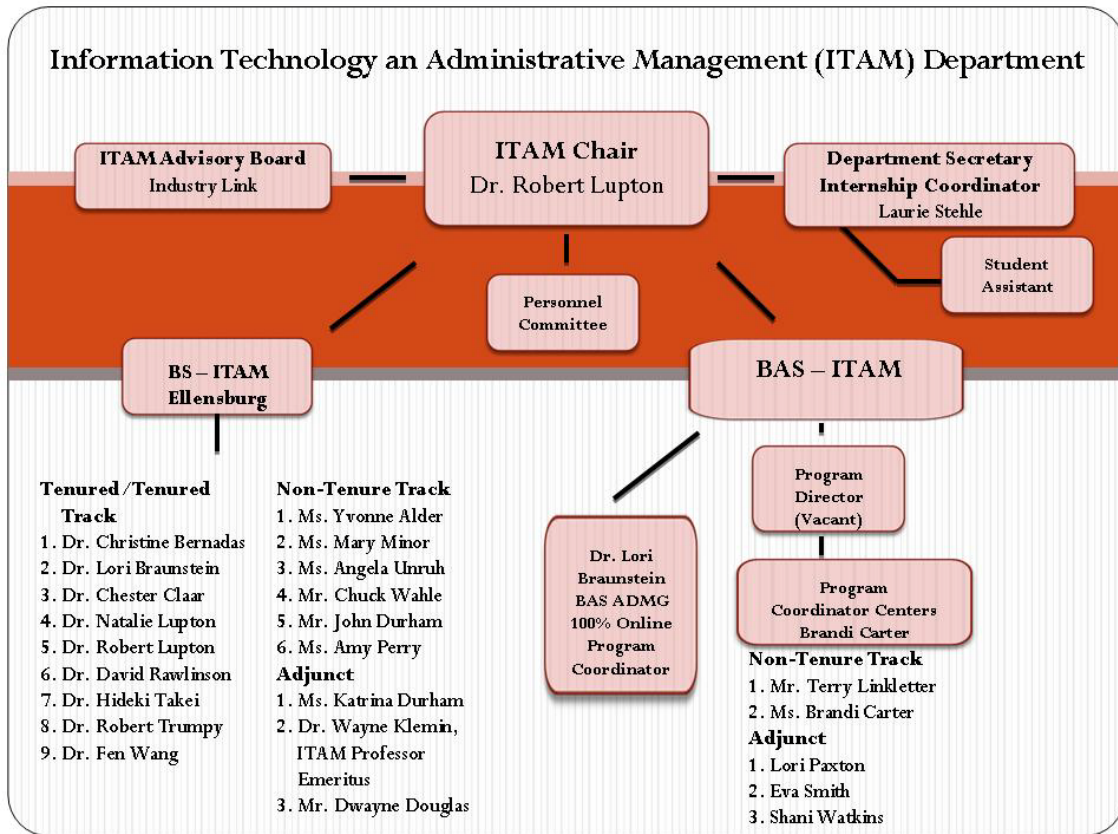
The department prides itself on a shared governance and consensus structure. The members of the department meet at least twice a month to discuss curriculum, budget, advising, scheduling, and other departmental issues with at least two retreats a year for major curriculum reviews and adjustments.

The Collective Bargaining Agreement (CBA) serves as the primary governing document on issues of scheduling, workload, credit hours, and other matters of personnel management. In addition, the ITAM Department Policy Handbook and CEPS Policy Handbook are used in governing matters relating to the department.

The ITAM Department Personnel Committee is the only standing committee in the department. Each fall a new, three-member Personnel Committee is elected by the full time faculty members of the department. The ITAM Personnel Committee elects its chair.

The Organizational Chart below highlights the human resources under the two majors: BS and BAS ITAM. ITAM faculty on campus often teach in the BAS program, online, to meet the fast growing, high demand BAS program needs.

ITAM Organizational Chart



A. Department/Program(s)

1. List department/program goals (be sure to include goals for each degree program).

The ITAM department aims to provide graduates with the skills and knowledge to take on appropriate professional positions in Information Technology, Administrative Management and Retail Management upon graduation and mature into leadership positions or graduate studies in multiple fields. The ITAM department prepares students for productive and challenging careers and for a lifetime of creative thinking and adaptive learning as productive citizens. Within our programs, emphasis is placed on developing leadership, communication, critical thinking, and problem-solving competencies. The BS ITAM and BAS ITAM are assessed together because of common courses, but marketed by the department as separate programs with unique target audiences. See Table 1 (Section I, F.) CWU Department/Program Assessment Plan Preparation Form

BS ITAM and BAS ITAM Department/Program Goals

1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.
2. Faculty will provide outstanding curriculum, programs, and advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.
3. Department will recruit and retain qualified faculty.
4. Department will strengthen partnerships with industry, professional groups, and alumni.
5. Department will support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.

Table 1 (Section I, F.)
CWU ITAM Department/Program Assessment Plan Preparation Form

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be)
1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	<p>1. Provide for an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p> <p>2. Provide for an outstanding academic and student life at the university centers.</p>	<p>a. Completion of pre-admission courses with a C- or better prior to completion of 30 credits earned in the major.</p> <p>b. Successful performance in capstone courses with an earned grade of B- or better.</p> <p>c. Successful participation in internships.</p> <p>d. Demonstration of knowledge in the Student Learner Outcomes.</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students and employers</p> <p>d. Students</p>	<p>a. Fall, Winter, Spring; pre-entry to major</p> <p>b. Fall, Winter, Spring</p> <p>c. Summer</p> <p>d. Fall, Winter, Spring in capstone courses; exit to major.</p>	<p>a. 75% of students will meet this standard prior to completion of 30 credits earned in major.</p> <p>b. 75% of students will earn a B- or better in the capstone courses.</p> <p>c. 75% of students will receive mean scores of 3 or higher in each category of their employer evaluation.</p> <p>d. 75% of students will score 75% or better on course assessments.</p>
2. Faculty will provide outstanding curriculum, programs, and advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.	<p>1. Provide for an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p> <p>2. Provide for an outstanding academic and student life at the university centers.</p> <p>3. Achieve regional and national prominence for the university.</p>	<p>a. Yearly curriculum retreat</p> <p>b. Accomplishments of Student Advisory Council</p> <p>c. Progress toward ABET Accreditation</p> <p>d. Accomplishments of ITAM Advisory Council</p> <p>e. Advising meetings with students at 75 credits and 115 credits</p> <p>f. Demonstrate high quality courses</p> <p>g. Relevant and current curriculum</p> <p>h. Senior Exit Survey</p> <p>I. Focus Groups</p>	<p>a. Faculty</p> <p>b. Student Advisory Council</p> <p>c. Department</p> <p>d. ITAM Advisory Board</p> <p>e. Faculty</p> <p>f. Faculty</p> <p>g. Faculty</p> <p>h. Faculty</p> <p>I. Associate Dean or designated person</p>	<p>a. Yearly</p> <p>b. Yearly</p> <p>c. Yearly</p> <p>d. Yearly</p> <p>e. Yearly</p> <p>f. Quarterly and Yearly</p> <p>g. Yearly</p> <p>h. Quarterly, with Yearly review</p> <p>I. Yearly in Spring</p>	<p>a. 100% participation of faculty.</p> <p>b. Student Advisory Council will convene and meet a minimum of once twice per AY to discuss curriculum and other issues.</p> <p>c. Fund 3 faculty participants in ABET Assessment workshop.</p> <p>d. ITAM Advisory Committee will convene and meet a minimum of twice yearly to discuss curriculum and other issues.</p> <p>e. 90% of students meet with advisor at 75 credits and 115 credits.</p> <p>f. SEOIs at or above the college and university means for question #28 and #29.</p> <p>g. All syllabi reviewed, revised, and posted on ITAM web site</p>

			representing the BS and BAS junior and senior students.			h. 30 percent of graduating Seniors Surveyed I. Conducted Yearly in Spring
3. Department will recruit and retain qualified faculty.	1. Provide for an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment. 3. Recruit and retain a diverse and highly qualified faculty to develop and sustain prominent programs.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. 2. Provide for an outstanding academic and student life at the university centers. 3. Achieve regional and national prominence for the university.	a. Recruitment plan for hiring diverse populations b. Retention of faculty who meet ITAM, CEPS, and CWU criteria of teaching, scholarship, and service c. Participation in faculty development	a. Faculty b. Faculty c. Faculty	a. Search process b. Yearly Activity Report c. Yearly Activity Report	a. Recruitment pools will meet CWU diversity goals maintained by OEO. b. At least 50% of FTEF will be tenure-track or tenured. c. 100% of all full-time faculty will participate in at least one professional development activity.
4. Department will strengthen partnerships with industry, professional groups, and alumni.	4. Build mutually beneficial partnerships with alumni, industry, professional groups, institutions, and the communities surrounding our campus locations.	1. Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campus communities.	a. Accomplishments of BS and BAS ITAM Advisory Board b. Sponsorship of industry, professional, or development workshop c. Maintenance of internship relationships with employers d. Alumni participation in program e. Database of ITAM alumni f. Professional membership in organizations	a. ITAM Advisory Committee b. Department c. Department d. Alumni e. Database f. Faculty g. BAS-ITAM Advisory Committee	a. Spring b. Spring c. Fall, Winter d. Spring e. Yearly f. Yearly g. Yearly	a. BS and BAS ITAM Advisory Committee will convene and meet a minimum of twice yearly to discuss curriculum and other issues. b. Department will support a minimum of one industry, professional, or development workshop. c. Thank you letters in Fall to employers of previous-summer internships; follow-up letters in Winter encouraging employer participation for upcoming summer internships. d. At least four alumni will participate in ITAM programs. e. Develop database and begin populating. f. Tenure and tenure-track faculty will belong to a minimum of one professional organization germane to their area of teaching, scholarship, and/or service.
5. Department will support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.	5. Provide professional, high-quality staffing, facilities, technologies, and appropriate resources to ensure the highest levels of academic and professional development.	1. Strengthen and further diversify our funding base to support academic and student progress. 2. Achieve regional and national prominence for the university.	a. Grant preparation to achieve regional prominence b. Course fees are reinvested into technology resources for faculty and students	a. Faculty b. Department Chair	a. Spring b. Spring	a. Develop plan to prepare a grant. b. 85% of funds will be allocated over a 3-year period.

- Describe the relationship of each department/program(s) goal to relevant college and University strategic goals. Explain how each relevant strategic goal(s) for the University and college are being met within the department.

The table below highlights the relationship of each department/program goal to relevant college and University strategic goals.

Department/Program Goals	Related CEPS College Goals	Related University Goals	How relevant strategic goal(s) for the University and college are being met within the department. Method(s) of Assessment
<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p> <p>This goal is related to CWU Assessment Goals IV and V, <i>Assessment Matrix for CWU</i>, Endorsed by the CWU Assessment Committee and General Education Committee, based on HECB and NASC assessment guidelines. <i>IV. Do students exhibit readiness to enter their chosen major field of study?</i> This goal is also related to CWU goal 1: <i>Maintain and strengthen an outstanding academic and student life on the Ellensburg campus</i> and 2. <i>Provide for an outstanding academic and student life at the university centers.</i> Finally, the goal is related to the college goals of <i>Provide for an outstanding academic and professional growth experience for students at all CWU locations</i> and <i>Prepare students to participate in an increasingly diverse economy and environment.</i> This goal was identified because our department wanted to know whether we are meeting the needs of the students during their program studies.</p>			
<p>Department/Program Goals</p> <p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>Related CEPS College Goals</p> <p>1. Provide for an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>Related University Goals</p> <p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p> <p>2. Provide for an outstanding academic and student life at the university centers.</p>	<p>How relevant strategic goal(s) for the University and college are being met within the department.</p> <p>Method(s) of Assessment</p> <p>a. Completion of pre-admission courses with a C- or better prior to completion of 30 credits earned in the major.</p> <p>b. Successful performance in capstone courses with an earned grade of B- or better.</p> <p>c. Successful participation in internships.</p> <p>d. Demonstration of knowledge in the Student Learner Outcomes. (Table 4 (Section II, 3.b.)</p>
<p>2. Faculty will provide outstanding curriculum, programs, and advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.</p> <p>This goal is related to CWU Assessment Goal VII, <i>Assessment Matrix for CWU</i>, Endorsed by the CWU Assessment Committee and General Education Committee, based on HECB and NASC assessment guidelines. <i>VII. How satisfied are students with aspects of their programs...?</i> The Goal is also related to</p>			

the CWU Strategic plan Goal 1: *Maintain and strengthen an outstanding academic and student life on the Ellensburg campus*, and 2. *Provide for an outstanding academic and student life at the university centers*, and 3. *Achieve regional and national prominence for the university*. Finally, the goal is related to the college goals of *Provide for an outstanding academic and professional growth experience for students at all CWU locations* and 2. *Prepare students to participate in an increasingly diverse economy and environment*. This goal was identified because our department wanted to know whether we are meeting the needs of the students during the program.

<p>Department/Program Goals</p> <p>2. Faculty will provide outstanding curriculum, programs, and advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.</p>	<p>Related CEPS College Goals</p> <p>1. Provide for an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>Related University Goals</p> <p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p> <p>2. Provide for an outstanding academic and student life at the university centers.</p> <p>3. Achieve regional and national prominence for the university.</p>	<p>How relevant strategic goal(s) for the University and college are being met within the department.</p> <p>Method(s) of Assessment</p> <p>a. Yearly curriculum retreat</p> <p>b. Accomplishments of Student Advisory Council</p> <p>c. Progress toward ABET Accreditation</p> <p>d. Accomplishments of ITAM Advisory Council</p> <p>e. Advising meetings with students at 75 credits and 115 credits</p> <p>f. Demonstrate high quality courses</p> <p>g. Relevant and current curriculum</p> <p>h. Senior Exit Survey</p> <p>i. Focus Groups representing the BS and BAS junior and senior students.</p>
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3. Department will recruit and retain qualified faculty.

This goal is related to CWU Goals: 1. *Maintain and strengthen an outstanding academic and student life on the Ellensburg campus*, 2. *Provide for an outstanding academic and student life at the university centers*, and 3. *Achieve regional and national prominence for the university*. It is also related to the College Goals: 1. *Provide for an outstanding academic and professional growth experience for students at all CWU locations*, 2. *Prepare students to participate in an increasingly diverse economy and environment*, and 3. *Recruit and retain a diverse and highly qualified faculty to develop and sustain prominent programs*. These goals were identified because our department realizes how important faculty are to the ITAM brand.

<p>Department/Program Goals</p> <p>3. Department will recruit and retain qualified faculty.</p>	<p>Related CEPS College Goals</p> <p>1. Provide for an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p> <p>3. Recruit and retain a diverse and highly qualified faculty to develop and sustain prominent programs.</p>	<p>Related University Goals</p> <p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p> <p>2. Provide for an outstanding academic and student life at the university centers.</p> <p>3. Achieve regional and national prominence for the university.</p>	<p>How relevant strategic goal(s) for the University and college are being met within the department.</p> <p>Method(s) of Assessment</p> <p>a. Recruitment plan for hiring diverse populations</p> <p>b. Retention of faculty who meet ITAM, CEPS, and CWU criteria of teaching, scholarship, and service</p> <p>c. Participation in faculty development</p>
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<p>4. Department will strengthen partnerships with industry, professional groups, and alumni.</p> <p>This goal is related to CWU Assessment Goal VII, <i>Assessment Matrix for CWU</i>, Endorsed by the CWU Assessment Committee and General Education Committee, based on HECB and NASC assessment guidelines. VII. <i>How satisfied are students with aspects of their programs, specifically (a) individual classes, (b) their majors, (c) student support services, and (d) knowledge acquired?</i> This Goal is also related to CWU Goal 1. <i>Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campus communities.</i> It is also related to the College Goal: 4. <i>Build mutually beneficial partnerships with alumni, industry, professional groups, institutions, and the communities surrounding our campus locations.</i> This goal was identified because our department realizes the importance to stay connected to industry as IT and management technologies are constantly changing.</p>			
<p>Department/Program Goals</p> <p>4. Department will strengthen partnerships with industry, professional groups, and alumni.</p>	<p>Related CEPS College Goals</p> <p>4. Build mutually beneficial partnerships with alumni, industry, professional groups, institutions, and the communities surrounding our campus locations.</p>	<p>Related University Goals</p> <p>1. Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campus communities.</p>	<p>How relevant strategic goal(s) for the University and college are being met within the department.</p> <p>Method(s) of Assessment</p> <p>a. Accomplishments of BS and BAS ITAM Advisory Board</p> <p>b. Sponsorship of industry, professional, or development workshop</p> <p>c. Maintenance of internship relationships with employers</p> <p>d. Alumni participation in program</p> <p>e. Database of ITAM alumni</p> <p>f. Professional membership in organizations</p>
<p>5. Department will support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.</p> <p>This goal is related to CWU Goal 3: <i>Strengthen and further diversify our funding base to support academic and student progress and Achieve regional and national prominence for the university.</i> It is also related to the College Goal: <i>Provide professional, high-quality staffing, facilities, technologies, and appropriate resources to ensure the highest levels of academic and professional development.</i> This goal was identified because our department realizes the importance to support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.</p>			
<p>Department/Program Goals</p> <p>5. Department will support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.</p>	<p>Related CEPS College Goals</p> <p>5. Provide professional, high-quality staffing, facilities, technologies, and appropriate resources to ensure the highest levels of academic and professional development.</p>	<p>Related University Goals</p> <p>1. Strengthen and further diversify our funding base to support academic and student progress.</p> <p>2. Achieve regional and national prominence for the university.</p>	<p>How relevant strategic goal(s) for the University and college are being met within the department.</p> <p>Method(s) of Assessment</p> <p>a. Grant preparation to achieve regional prominence</p> <p>b. Course fees are reinvested into technology resources for faculty and students</p>

3. Identify what data was used to measure (assess) goal attainment

The ITAM Department assessments are directly related to our program and learning goals which in turn drives our high demand programs to meet target student needs with relevancy. We use direct and indirect approaches to capture the assessment data. Direct measures asked students to display knowledge and skill as they complete the task/instrument (*i.e., tests, essays, projects, assignments, etc.*). Indirect measures asked students to reflect on learning rather than demonstration (*i.e., surveys, focus groups, reflection papers*).

The ITAM Assessment Matrix table below, as a guide to maintain consistent assessment, highlights the tools used. In addition, we used the specific learner outcomes assessment matrix for better understanding of our strengths, weaknesses, opportunities and threats. The following table summarizes the instruments that are utilized to collect data, evaluate student learning outcomes and make changes to the ITAM programs and specializations.

ITAM Assessment Instrument Table (Used for both BS ITAM and BAS ITAM Programs)

Instrument	Description	Where Implemented	Schedule	Feedback	Implementation of Change (Adjustment)
Student Evaluation of Instruction Forms (SEOI)	Standardized evaluations pertaining to course and instructor	Completed by each student in each course in the program	Every quarter including summers, usually in the last week	Summary and individual comments supplied to instructor, ITAM Chair and Dean within three weeks	Faculty member adjusts course delivery/content. ITAM Chair, Personnel Committee and the Dean of CEPS may make suggestions
Exit Questionnaire	Written (online) document completed by graduating seniors any quarter. Pertains to education and pending employment.	Announced in 400 level course in the major and send by e-mail for those officially scheduled for graduation.	ITAM Administrative Assistant sends out e-mails to those officially scheduled to graduate. Quarterly.	Results are summarized and discussed among the faculty and Chair at faculty meetings.	Faculty/program director implement change for the upcoming academic year
Focus Group	Conduct a focus group survey with some juniors and seniors, designed to identify program strengths and weaknesses	300 and 400 level courses in the major	Administered each May	Facilitator prepares short written report, results are discussed with faculty at the fall faculty meeting	Faculty/program director implement change for the upcoming academic year

Advisory Board	8-12 Industry Experts who review and make suggestions for program improvement	Department Chair and Program Coordinator	Once every a year	Facilitator prepares short written report and results are discussed with faculty at the fall faculty meeting	Faculty member adjusts course delivery/content
Student Learner Outcomes Data <i>(14 Specific Outcomes)</i>	Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen careers	Classrooms	Quarterly, throughout the courses	Faculty prepare short written report and results are discussed with faculty at the Fall faculty meeting	Faculty member adjusts content and outcomes
Alumni Questionnaire (Appendix D)	Written (online) survey completed by alumni	E-mail and postage	CWU Testing and Assessment, every five years	Results are summarized and discussed among the faculty and Chair at five year program review retreat	Faculty/program director implement changes for the upcoming 1-5 academic years
Yearly CWU Assessment Feedback Reports	Specific student learning outcomes assessed yearly	Student Evaluation of Instruction Forms (SEOI), Exit Questionnaire, Focus Groups, Advisory Board, and Student Learner Outcomes Data	Once every a year	Chair prepares written reports	Faculty members make adjustments in curriculum and programs

4. Describe the criterion of achievement (Standard of Mastery) for each goal.

Department/Program Goals	Criterion of Achievement (Expectation of how good things should be) (Standard of Mastery)
1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	<ul style="list-style-type: none"> a. Completion of pre-admission courses with a C- or better prior to completion of 30 credits earned in the major. b. Successful performance in capstone courses with an earned grade of B- or better. c. Successful participation in internships. d. Demonstration of knowledge in the Student Learner Outcomes (14 Specific Outcomes – See Section II, G).
2. Faculty will provide outstanding curriculum, programs, and advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.	<ul style="list-style-type: none"> a. Yearly curriculum retreat b. Accomplishments of Student Advisory Council c. Progress toward ABET Accreditation d. Accomplishments of ITAM Advisory Council e. Advising meetings with students at 75 credits and 115 credits f. Demonstrate high quality courses g. Relevant and current curriculum h. Senior Exit Survey I. Focus Groups representing the BS and BAS junior and senior students.
3. Department will recruit and retain qualified faculty.	<ul style="list-style-type: none"> a. Recruitment plan for hiring diverse populations b. Retention of faculty who meet ITAM, CEPS, and CWU criteria of teaching, scholarship, and service c. Participation in faculty development
4. Department will strengthen partnerships with industry, professional groups, and alumni.	<ul style="list-style-type: none"> a. Accomplishments of BS and BAS ITAM Advisory Board b. Sponsorship of industry, professional, or development workshop c. Maintenance of internship relationships with employers d. Alumni participation in program e. Database of ITAM alumni f. Professional membership in organizations
5. Department will support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.	<ul style="list-style-type: none"> a. Grant preparation to achieve regional prominence b. Course fees are reinvested into technology resources for faculty and students

5. Describe the major activities that enabled goal attainment.

The ITAM Department uses a number of planning processes and strategic tools to facilitate and maintain continuous assessment, feedback and improvement. Multiple department planning retreats are used each year to address the curriculum. The past three years ITAM has exceeded its goal with eight department retreats to address curriculum and student needs. Planning and evaluation is also a normal part of each by-weekly department meeting. Faculty and chair analysis of student SEOIs including narrative comments and reflection papers provide feedback of specific course content and effective teaching. Yearly planning for CWU accreditation assessment provides the venue for healthy discussion and improvement, as well as for review and improvement on assessment feedback. Last year, the ITAM Advisory Board began their leadership in insuring that the ITAM department is meeting the needs of the students and industry. **This year the advisory board once again affirmed that the ITAM department is positioned well for meeting industry needs with high demand programs.**

The ITAM department uses direct and indirect assessments to manage and build the brand offerings. These assessments allow us to benchmark activities to afford high quality offerings. The seven formal assessments used are 1) Student Evaluation of Instruction Forms (SEOI), 2) Exit Questionnaires, 3) Focus Groups, 4) Advisory Board, 5) Student Learner Outcomes Data, 6) Alumni Questionnaire, and 7) Yearly CWU Assessment Feedback Reports.

The specific activities include:

1. Thoroughly prepare for classes
2. Use leading-edge technology
3. Focus on constructivism teaching methodology; Use hands-on, real-world examples and learning activities
4. Provide opportunities for group work and/or cooperative learning teams; Provide opportunities for developing team building/team work skills
5. Provide opportunities for oral presentations
6. Develop web-centric and online courses; Use Blackboard for all course facilitation
7. Work with undergraduate in conducting research
8. Require engagement in service learning project in appropriate classes
9. Require internship of all majors
10. Provide study abroad opportunities such as Central Europe, Japan and China
11. Encourage students to complete internships in other countries
12. Incorporate diversity and international business topics into all courses
13. Encourage students to attend international events on campus such as lectures, films, concerts, etc.
14. Provide mentoring and advising for students
15. Maintain faculty office hours at average of 6 hours each week
16. Provide email access; Blackboard chat areas; office, home, cell phone numbers—some at instructor's discretion.

17. Conduct with students actual market research for local, national, and international companies
18. Bring industry experts to campus
19. Provide support for students to participate in and present at SOURCE
20. Conduct research with undergraduate students
21. Provide support for student organizations — IT Club
22. Complete SEOIs every quarter for every class, including summer session
23. Conduct focus groups with juniors and seniors
24. Conduct informal, in-class discussions with students regarding course content and course delivery

E. List results for each department/program goal.

Provide results in specific quantitative or qualitative terms for each department/program(s).

1. Compare results to standards of mastery.
2. Provide a concise interpretation of results.

ITAM Program Goal 1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.

Criterion of Achievement

(Expectation of how good things should be) (Standard of mastery)

*a. Completion of pre-admission courses with a C- or better prior to completion of 30 credits earned in the major. **Achieved***

*b. Successful performance in capstone courses with an earned grade of B- or better. **Not Assessed. Existing capstone courses identified for an implementation date of 2013.***

*c. Successful participation in internships. **Achieved** - 100% of responding employers gave an average score of 4.74 (1 being dissatisfied – 5 highly satisfied) on the evaluation of interns.*

*d. Demonstration of knowledge in the 14 Student Learner Outcomes – **Achieved, see section II, G***

The goal was extensively evaluated through the 2009 and 2010 Student Learner Outcomes Data. In 2007 and 2009, a comprehensive list of course outcomes were developed based on the ABET accrediting standards and the ITAM high demand curriculum: retail management and technology and administrative management. While at this time the list is quite robust and comprehensive, we only present a summary of certain courses assessed the several years based on knowledge, skills, and attitudes. Specific courses were assessed and reviewed within the framework of the undergraduate office yearly assessment reports (See www.cwu.edu/~avpugrad/reports/reports.html). Most ITAM course criteria met or exceeded the target outcomes (See Appendix D and E). The IT101 Computer Applications course was also assessed separately as a general education course and presented after the core courses. (See Appendix F).

ITAM Program Goal 2. Faculty will provide outstanding curriculum, programs, and advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.

The program goal was evaluated by reviewing course syllabi, overall SEOI means, the ITAM Advisory Board retreat meetings, the online ITAM Senior Exit survey, and focus group of sampled students from junior and senior level classes.

Criterion of Achievement

(Expectation of how good things should be) (Standard of mastery)

*a. Yearly curriculum retreat – **Achieved - Met more than once***

*b. Accomplishments of Student Advisory Council – **Not Achieved, on target for 2011***

*c. Progress toward ABET Accreditation – **On Hold with Budget Cuts***

*d. Accomplishments of ITAM Advisory Council (Board). **Achieved - ITAM faculty and the board have met twice in the past 12 months to work on program review and curriculum. The agenda and minutes are posted on the ITAM web site. (www.cwu.edu/itam).***

The Information Technology and Administrative Management (ITAM) Advisory Board was established in Fall 2008 to provide leadership, direction, and support to the constituencies ITAM department serves. It provides a link to those individuals and organizations with the resources, knowledge, and contacts ITAM department needs to achieve its objectives and fulfill its mission of maintaining currency and relevancy, and best serving the students.

Outcomes:

- Advised ITAM faculty and staff on matters relating to the advancement of the department, its programs and courses, and information technology hardware and software needs, as prescribed by industry.
- Endorsed and advocated for the ITAM to raise its profile as a leading IT Management department in the state of Washington.
- Helped build stronger relationships between the business community and ITAM department by encouraging organizations and individuals to recruit students, employing ITAM graduates and contributing to student learning through mentoring, experiential projects, classroom visits, and internships.

The ITAM Advisory Board has been a strong advocate for the ITAM programs and curriculum. Both the BS and BAS program share the ITAM advisory board with meeting locations on the Westside and Ellensburg. Four members of the new board are BAS ITAM focused.

*e. Advising meetings with students at 75 credits and 115 credits, – **100 Percent Achieved, University Information System**, All ITAM faculty hold an average of 6 hours a week for advising.*

*f. Demonstrate high quality courses. **Achieved - Review of Assessment Data**. We don't appear to be inflating our grades but still remain strong in the "excellent" mean levels for the questions, #28 On a scale of 1-5, with 5 being "excellent" and 1 being "very poor," describe how you believe the course as a whole was...and #29 On a scale of 1-5, with 5 being "excellent" and 1 being "very poor," describe what you believe the instructor's teaching effectiveness was...*

Traditional methods of instructional assessment are utilized by the department, including self-reflective papers and Student Evaluation of Instruction (SEOI). Self reflective results will not be included in this report. SEOI evaluations are mandatory for each course within the College of Education and Professional Studies. ITAM faculty are required to administer SEOIs every quarter for every class taught. Several faculty members participated in a Peer Observation Training project so this method of instructional assessment could be implemented within the department and college. A May 2008 report by the Faculty Senate Academic Affairs Committee on grade inflation from 1992 to 2007 found ITAM at an average of 2.86 (out of 4.0). CWU Testing and Assessment has provided data on questions 28 and 29 for the past five years to assess how ITAM compares to its college and the university.

*g. Relevant and current curriculum . **Achieved - Reviewed and Revised Courses and Outcomes**. All course syllabi posted on the ITAM web site with revised course outcomes clearly identified.*

All courses taught within the ITAM Department include teaching objectives, learner outcomes, and assessments consistent with the department, college, and university programmatic goals and objectives. In 2008-09 and 2009-10, the ITAM department participated in at least five retreats to revise our curriculum to reflect the current industry standards, rework our specializations to be streamlined in anticipation of budget cuts the next 2-4 years, and post all ITAM syllabi on the web site to afford students advance planning and to better understand the requirements and outcomes (See www.cwu.edu/itam). Based on feedback from faculty, students and the ITAM advisory board, the course objectives were reviewed and revised to reflect current industry standards. Advising sheets were also updated for efficient advising.

*h. Senior Exit Survey. **Achieved***

The ITAM department created and implemented a Senior Exit Survey on SurveyMonkey in 2009. Data is collected in the Spring and Summer and analyzed during Fall faculty retreats as a tool to improvement program and course outcomes. Two years of data have been collected and reviewed (on file). Below is a brief summary of 2009-10. The findings are similar to those data collected in the Alumni Survey.

2009-10 Data Only, Findings – May 4, 2009

Question (N = 18)*	Median Score Five Point Scale, 1 = Strongly Agree	Mean Score Five Point Scale, 1 = Strongly Agree	N
<i>Q20 When asked, "My education experience at CWU prepared me to compete with graduates from other IT programs"</i>	4	4	15
<i>Q21 My studies at CWU contained a good balance between theory and application</i>	4	3.73	15
<i>Q22 The ITAM program adequately developed my written communication skills.</i>	4	3.87	15
<i>Q23 The ITAM program adequately developed my oral communication skills.</i>	4	4.2	15
<i>Q24 The ITAM program adequately developed my overall computer skills (spreadsheets, networking, web/database, retail management...)</i>	5	4	14
<i>Q25 The ITAM program adequately developed my leadership and time management skills.</i>	4	4.33	14
<i>Q26 The ITAM program prepared me well in the area of administrative management concepts.</i>	4	3.92	15
<i>Q28 The ITAM program prepared me well in my area of specialization</i>	4	4	14

A sample of narrative comments from the survey indicates satisfied students (N=18). What ITAM is doing well... (Pulled from two open ended questions)

- 1. Thank you for the wonderful years here at CWU, I will truly remember it all!*
- 2. Overall, I think the ITAM major is doing a great job in teaching the students in becoming good managers for the future.*
- 3. The professors are all really nice and they definitely know what they're talking about and have a lot of insight on different industries. I have liked everything in the ITAM program. I liked the idea that we can use the latest technology which is vital for our learning.*
- 4. Natalie Lupton (Des Moines advisor when I began) and Shani Watkins provided excellent guidance and were very helpful. Their quality of advisory assistance is very high and I appreciated that they listened to student concerns and made adjustments when needed.*
- 5. Both Natalie and Shani provided excellent instruction, as have almost all of the other faculty that I have had the pleasure of working with. It may have been nice to schedule some time for the class to work in a lab for the systems analysis and design courses. Not everyone has a laptop and there is quite a bit of work that needs to be done in groups, on computers. We managed nicely, so this is mostly a comment in thinking about other students.*
- 6. I really enjoyed my time at Central and I feel like the ITAM department was a huge part of why I loved it here so much!*
- 7. Some good teachers. Chuck Wahle, Mrs. Alder, and the Luptons were fun to have as teachers.*
- 8. My advisor, Natalie Lupton was awesome. I felt that she really helped me to graduate on time. Her and her husband both have great teaching styles and I feel like they helped me to achieve a lot. The weaknesses would have to be the idea of not being able to take needed classes and having that hold you back from graduating on time. I felt that I was always having to sub classes because the ones I needed were not offered or already full. I would have liked to take classes from my major rather than taking something just to sub in for another class.*
- 9. The teachers! They make the information interesting and relate it so well to real life.*
- 10. The small class sizes, respect you get from the professors, and just the overall wealth of knowledge we receive.*
- 11. Getting to know the basic skills of becoming a successful manager, and knowing how to work the technology.*

12. *Most of the instructors are very solid, respected experts in their field and that is very important to me. The Financial Aid office was extremely helpful, as were the student groups and clubs. The Lynnwood administration office really made enrolling and doing admissions very painful the first year, but have improved over time. Good job! Shani Watkins is a pillar for the ITAM program. She made herself available and easily accessible, which really made life a lot easier as a student. The fact that most of the information needed about the program, transferring credit and course equivalencies was easily available online was a great help. I learned a lot from the first year of education, and a bit more from the second year, although a lot of it felt like quite a bit of a direct repeat from the Database Information Technology program at Edmonds Community College in regards to project management and systems analysis and design. Even if it is "theory" we are learning instead of hands on experience, it seems the same to me.*
13. *When I first got in the major I enjoyed the teachers that teach the classes.*
14. *Good intentions. Most of the instructors are good. Classes are good when you can get into them.*
15. *The small class sizes, respect you get from the professors, and just the overall wealth of knowledge we receive.*
16. *The teachers! They make the information interesting and relate it so well to real life.*
17. *The major strengths is to be able to become a good manager with the different classes offered during the ITAM program.*
18. *The professors are all really nice and they definitely know what they're talking about and have a lot of insight on different industries.*
19. *I have liked everything in the ITAM program. I liked the idea that we can use the latest technology which is vital for our learning.*
20. *There are few strengths to this program. Natalie Lupton is an excellent teacher, as was Connie Roberts and Chuck Wahle however the list begins dwindling after that. In those three teachers you have people who care about whether their students learn, are personable, and teach in a way that allows for students to retain the knowledge being given.*

A sample of narrative comments from the survey also indicates areas for improvement (N=18). (Pulled from one open ended questions)

1. *Have someone else teach Systems Analysis and Design.*
2. *I felt that the facilities were great. No complaints here.*
3. *I would suggest to add some marketing classes for the retail major. I think that will help them to be more successful managers.*
4. *The technical/distance education portion (sound, techs, etc) was less than perfect. There should be brown bags or lectures from the industry experts on subjects that are optional or 1 credit supplemental classes.*
5. *Honestly, the major isn't the same as it was when I first came in. With recent teacher's either leaving or retiring, the major I believe has gone downhill. Chuck Wahle at the end as the only professor I felt I represented the ITAM major the best. His classes are well organized and he makes class fun and doesn't teach out of the book like most teachers do.*
6. *Fix your classes and class scheduling.*
7. *Photoshop!*
8. *I would continue to have teachers that respect the students.*
9. *I would suggest making sure all the professors are teaching at an equal level according to the number of credits. I don't want to name names but some of the professors in the department have an insane amount of work and a high level of difficulty for classes that aren't that many credits.*
10. *Once again, I think that couple of the faculty should be reevaluated on what they are teaching. But other than that, I think we have a strong program.*
11. *My only suggestion at this point would be to make sure that the required courses that crossed over into other disciplines weren't so hard to get into. One course had plenty of seats, I had passed the prereqs, was entered into the program and then still had to get special permission from the dean at main campus in order to register. I hear that much of this will be resolved with the recent changes made to the program, but wanted to mention it.*
12. *Computers should be fully updated with each application fully set up so users do not have to set them up every time they log in.*

*I. Focus Groups representing the BS and BAS junior and senior students. **Achieved** - Overall, ITAM faculty provide relevant curriculum and programs complemented with strong advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.*

Multiple focus groups were conducted in 2008-09 and 2009-10 looking at the BS ITAM and BAS ITAM programs, two on the Ellensburg campus and two on the west side at the Lynnwood Center. The Ellensburg focus groups consisted of 5-25 students representing the four specialization areas in the BS ITAM and the Lynnwood focus group consisted of 20-25 students in the BAS ITAM program. Students from all specializations were asked to participate.

Questions Addressed included:

- 1) What areas do we do well?
- 2) What areas do we need improvement?
- 3) How can ITAM better meet your classroom needs?
- 4) How do we do with advising?
- 5) Other areas to celebrate or review?

For the BS ITAM Program, we found that we are doing well in advising, programs and course offerings. The ITAM program as a whole is good. The department offerings are useful and applicable to the business environment. They reported that a broad knowledge is given on several subjects: management, web, network, and retail management. Generally, the professors are excited about the subjects they teach. The department is considered as one of the best on campus for a nurturing environment and being responsive to students needs.

An ITAM student with industry experience said ITAM's niche in industry is being the "middle man" between management and the "techies". That niche students point out has always been a strength of the department mentioned by employers, students, and advisory board members. The department should emphasize that often in the Web Management, Network Management, Retail Management and IT Management specializations, as well as in marketing material and syllabi.

Areas cited needing some improvement included possible certification on campus for the IT courses and electives offered which delve deeper into some of the specialization courses (e.g. Java scripting, Photoshop, code, POS, etc.). Also cited was the frequent problem of inconsistent course offerings in the IT areas. Would like curriculum adjusted to allow students to "get" through a program on time and efficiently. It was mentioned several teachers need some additional training on classroom pedagogy.

ITAM Program Goal 3. Department will recruit and retain qualified faculty.

Criterion of Achievement

(Expectation of how good things should be) (Standard of Mastery)

*a. Recruitment plan for hiring diverse populations. **Achieved** - ITAM follows the CWU HR Guidelines for Recruitment which encourages diversity. ITAM has Five (5) Male Tenure/Tenure Track Faculty and Four (4) Female Tenure/Tenure Track Faculty, all representing four nationalities (Japanese, French, Chinese and American). Six (6) year-to-year are Female and three (3) Male.*

*b. Retention of faculty who meet ITAM, CEPS, and CWU criteria of teaching, scholarship, and service. **Achieved** - See Section III, Table 5.*

*c. Participation in faculty development. **Achieved** - ITAM promotes and supports the ongoing quest for excellence in teaching, research, outreach, and leadership of its tenure track, tenure, year-to-year and adjunct.*

ITAM Faculty Development (Selected Samples from ITAM CVs):

1. Marketing Educators' Association (MEA) Conferences and Workshops on Teaching (National Organization)
2. STEM Tech Conferences (National Organization)
3. AACSB Business Faculty Teaching Workshops
4. Council for Undergraduate Research (CUR)
5. CWU Center of Teaching and Learning (CTL)
6. NASPA, Student Affairs Administrators in Higher Education
7. Center for Information Technology Excellence, (National Center funded by NSF)
8. International Association for Research on Service Learning and Community Engagement
9. CWU Online Learning Community (OLC)
10. Association for Study of Higher Education (ASHE)
11. Association of Japanese Business Studies (AJBS)
12. National Academic Advising Association (NACADA)
13. Northwest Association of Student Affairs Professionals (NASAP)

ITAM Program Goal 4. Department will strengthen partnerships with industry, professional groups, and alumni.

Criterion of Achievement

(Expectation of how good things should be) (Standard of Mastery)

*a. Accomplishments of BS and BAS ITAM Advisory Board. **Achieved** - ITAM faculty and the board have met three times in the past 28 months to work on program review and curriculum. The current board members, agenda and minutes are posted on the ITAM web site. (www.cwu.edu/itam).*

The Information Technology and Administrative Management (ITAM) Advisory Board was established in Fall 2008 to provide leadership, direction, and support to the constituencies ITAM department serves. It provides a link to those individuals and organizations with the resources, knowledge, and contacts ITAM department needs to achieve its objectives and fulfill its mission of maintaining currency and relevancy, and best serving the students. The ITAM Advisory Board has been a strong advocate for the ITAM programs and curriculum. Both the BS and BAS program share the ITAM advisory board with meeting locations on the Westside and Ellensburg. Four members of the new board are BAS ITAM focused.

Outcomes:

- Advised ITAM faculty and staff on matters relating to the advancement of the department, its programs and courses, and information technology hardware and software needs, as prescribed by industry.
- Endorsed and advocated for the ITAM to raise its profile as a leading IT Management department in the state of Washington.
- Helped build stronger relationships between the business community and ITAM department by encouraging organizations and individuals to recruit students, employing ITAM graduates and contributing to student learning through mentoring, experiential projects, classroom visits, and internships.

Term on the Advisory Board

In general, ITAM Advisory Board members are invited to serve a three-year term. Their participation will be reviewed at the end of their first term by the faculty and they may be asked to serve for a second. After two consecutive terms, members must step down for at least one year. To ensure that all members do not leave at the same time, initial terms will be staggered based on a member's preference for two, three or four years. All members will be invited to nominate new members.

Meetings

The ITAM Advisory Board meets once per year, early fall or late spring. If in-person attendance is not possible, members are asked to attend via telephone conference calls. Optional quarterly conference calls can occur to keep members and the ITAM department informed between meetings. *Ad hoc* committees may be convened from time to time, depending on need and interest.

2010-11 Advisory Board Members:

1. Brent Weisel, Former trustee members (Student trustee), CWU, ITAM Alum
2. Max Banakar, Manager, Manufacturing Engineering, Leviton Manufacturing Co. Inc.
3. Bryan Trent, Operations Manager, SDC Homes, Puget Sound Region, CWU, ITAM Alum
4. Aaron Scott, Systems Analyst, ConAgra Foods Lamb Weston, CWU, ITAM Alum
5. Curtis Lengfelder, IT Infrastructure Consultant, PACCAR
6. Paul Knorr, IT Infrastructure Consultant, PACCAR, CWU, ITAM Alum
7. Sandra Hicks, Data warehouse developer, QBE The Americas, CWU, ITAM Alum
8. Aaron Zimmerman, Vice President – Ellensburg Branch Manager, Bank of the West, CWU, ITAM Alum
9. Andrea Green, Amazon.com, CWU, ITAM Alum
10. Patricia “Pat” Daniels, Manager, Customer Services Administrative Technology, Highline Community College, CWU, ITAM Alum
11. Chris Schmidt, President and CEO, CWU Alum, Kvalley Computers and Internet
12. Mike Batali, Professor of Computer Science, Yakima Community College

*b. Sponsorship of industry, professional, or development workshop. **Achieved** – ITAM Faculty are leaders in the Marketing Educators’ Association (MEA), a national organization. Last year, Dr. Robert Lupton, President of the MEA, planned and implemented a national conference in Seattle. ITAM faculty, staff and students helped in all facets of this conference. Over the past ten years, ITAM has been a leader in the MEA as a sponsor and manager of this association.*

In 2005 and 2006, the ITAM department also developed and offered to the community the *IT Symposium*. Over 100 participants each year attended workshops on IT Management.

*c. Maintenance of internship relationships with employers. **Achieved** – ITAM has a strong internship program facilitated through a robust Blackboard web enabler and supported by the CWU Career Services unit. 100% (N=28) of the 2010 students received a mean scores of 3 or higher in each category of their employer evaluation. Average 4.52.*

An internship experience with an approved business or agency is a requirement of all students majoring in the ITAM programs. The internship experience occurs during summer quarter. The goal of the Internship Program is to provide students with the opportunity to apply classroom learning and gain first-hand experience. It is a structured and supervised professional experience for which the student earns academic credit. Laurie Stehle, who is also our department administrative assistant, oversees the internship

program. In 2009 and 2010, the ITAM department paid for Laurie Stehle to train at national workshops resulting in a major overhaul in the ITAM internship curriculum.

*d. Alumni participation in program. **Not Achieved** ITAM has a **FACEBOOK** page for alum and is planning a quarterly newsletter.*

*e. Database of ITAM alumni. **Achieved** – The Alumni Exit Survey captures current alumni addresses, employment, and salary ranges. There are plans to developed an ITAM newsletter three times a year for this target audience.*

*f. Professional membership in organizations. **Achieved** - ITAM promotes and supports faculty development of its tenure track, tenure, year-to-year and adjunct. ITAM, a strong business unit must have professionally qualified faculty.*

ITAM Faculty Development (Selected Samples from ITAM CVs):

1. Marketing Educators' Association (MEA), Conferences and Workshops (National Organization)
2. STEM Tech Conferences (National Organization), League for Innovation in the Community College (BAS ITAM)
3. EDUCAUSE, promoting the intelligent use of information technology.
4. Council for Undergraduate Research (CUR)
5. Computer and Information Engineering Conference (CIE)
6. Center for Information Technology Excellence, (National Center funded by NSF)
7. Association of Computing Machinery
8. The National Academy of Recording Arts and Sciences
9. International Association for Research on Service Learning and Community Engagement
10. Project Management Institute (PMI)
11. Institute of Electrical and Electronics Engineers (IEEE)
12. Association of Information Systems (AIS)
13. Academy of International Business (AIB)
14. Academy of Computer Machinery (ACM)
15. International Association for Computer Information Systems (IACIS)
16. Association for Study of Higher Education (ASHE)
17. Association of Japanese Business Studies (AJBS)

ITAM Program Goal 5. Department will support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.

Criterion of Achievement

(Expectation of how good things should be) (Standard of Mastery)

*a. Grant preparation to achieve regional prominence– **Achieved**, See Table 5 Faculty Profiles*

*b. Course fees are reinvested into technology resources for faculty and students – **Achieved**, \$32,000 used for new lab hardware and software.*

F. Based on the results for each department/program(s) listed above describe:

1. Specific changes to your department as they affect program(s) (e.g., curriculum, teaching methods).

During the past five years, the ITAM department has strengthened its assessment data collection as a strategic tool to build and enhance the ITAM core brand – its mission. In addition to assessment data collected in specific courses, the ITAM program uses a variety of assessment instruments directly related to our program and learning goals. We use direct and indirect approaches to capture the assessment data. Direct measures asked students to display knowledge and skill as they complete the task/instrument (*i.e., tests, essays, projects, assignments, etc.*). Indirect measures asked students to reflect on learning rather than demonstration (*i.e., surveys, focus groups, reflection papers*). These reviews coupled with the ITAM Advisory Board have lead to positive changes in the high demand programs and curriculum while better focusing on our mission. ITAM heavily promotes its high demand programs both with traditional and new media. These changes and outcomes included:

- 1) Changes in curriculum and programs reflecting the current industry standards for IT and Administrative Management (a annual process),
- 2) Overhaul and streamline of course offerings and curriculum in majors and minors in anticipation of severe state budget cuts through 2014 (Degree-to-Time Retention and Program Production),
- 3) Reduction of degree credit numbers for ALL majors and minors to help students remain on task for a four year graduation rate (Degree-to-Time Retention and Program Production),
- 4) Promoting a two year course offering plan to help students plan and remain on task for a four-year graduation rate,
- 5) Creating a strong, information rich department managed web site backed by full color brochures, flyers, and video,
- 6) Restructuring of ITAM department to be **self contained** and use **no external department courses** for its programs,
- 7) Use of a senior exit survey for end of program assessment,
- 8) The use of the ITAM Advisory Board, with alums, business and industry leaders, as a strategic tool for remaining current and market driven,
- 9) Elimination of two majors (business and marketing education) and a minor (advertising) to allow department to focus on the core brand,
- 10) Assessment of the general education IT101 Computer Application course for learner outcomes and future integration of information literacy curriculum,
- 11) Hiring of five tenure track and five year-to-year instructors who are experts in IT and management directly enhancing the curriculum, scholarship and service in the ITAM areas, and
- 12) Constant updating of hardware and software in the class and office to remain current.

2. Specific changes related to the assessment process.

Since its last program review in 2004-05, the ITAM department has more fully developed its assessment process. ITAM uses direct and indirect assessments to manage and build the brand offerings. These assessments allow us to benchmark activities to afford high quality offerings. The seven formal assessments used are 1) Student Evaluation of Instruction Forms (SEOI), 2) Exit Questionnaires, 3) Focus Groups, 4) Advisory Board, 5) Student Learner Outcomes Data, 6) Alumni Questionnaire, and 7) Yearly CWU Assessment Feedback Reports.

At this time we have no plans to add additional assessment but will remain diligent on assessing, reviewing, and managing the programs.

3. Provide documentation of continuing program(s) need including reference to the statewide & regional needs assessment

As reported on the Washington State HECB Strategic Master Plan, the major goals of the HECB are to: Help more people achieve degrees, develop distance learning opportunities for place bound students, increase diversity into the program, build more accessible career pathways, and increase the number of high-demand degrees. ITAM is meeting these state goals.

With the BS ITAM program, the four specializations and five minors are high demand areas with increasingly more courses offered online. Summer session is 95% online courses. ITAM will continue to build these streamlined areas to meet the high demand needs of students and industry, especially in the mid-level management and IT preparation.

With the BAS ITAM program, CWU will effectively increase higher education options for students who have earned an associate's degree in a technical area. Providing both the IT specialization and the ADMG specializations to three CWU Centers and the state (the 100% Online Program) will increase the opportunity for students who have a mix of associates degrees in applied and technical areas the access to achieve a bachelors degree in their high demand area.

State Need

According to The Washington State Board for Community and Technical Colleges (SBCTC), "About 10 percent of the 7,000 graduates with technical associate degrees transfer to baccalaureate programs. This study finds that a transfer rate of about 30 percent would better meet student and industry needs."¹⁰ The SBCTC indicated the following fields have a high need for this new pathway: Accounting and mid-management, education, social/legal paraprofessionals, engineering and information

¹⁰ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, "Washington State Board for Community and Technical Colleges, April 2005.

technologies, marketing/sales, and public safety. Thousands of students graduate each year from one of our 34 state community and technical colleges in the above technical areas who could benefit from this education and career path.

In terms of the state's economy, higher education levels are associated with higher wages. "The gain for the state in wages is largest with the transition from associate's degree to bachelor's degree, equal to \$21,754."¹¹

Employer Need

According to "A *Skilled and Educated Workforce*," the "state's supply of workers who have completed mid-level preparation - more than one but less than four years of postsecondary training or education - meets only 83 percent of employer demand expected during 2007-2012." Additionally, "Washington does not produce enough graduates at the baccalaureate level and above to meet demand for workers prepared in a number of fields, most notably IT, computer science, engineering, and health care." Finally, the report states that "Employers have become increasingly selective and are choosing to hire those workers who present a mix of deep technical knowledge in a given area and a set of more general or transferable skills in the areas of management, communication, and team-work."¹²

Clearly, providing a baccalaureate pathway for students with a technical or applied degree will help close the gap between Washington's supply of workers and employer demands. The Information Technology and Administrative Management Specializations, open to all students with a technical or applied degree will produce workers who have a deep technical knowledge in their given area as well as a strong core of coursework that is necessary in any profession today. Both specializations share a core set of courses, including project management skills, communications, general management, leadership, as well as professional development courses. In addition to the core, students take a series of theoretical and practical coursework within their specialization. BAS-ITAM coursework creates a deeper connection between the applied or technical learning already completed and enhances that with practical upper division coursework to increase learning and employability. All BAS ITAM courses are offered in a variety of methods including, face-to-face live courses, distance education or ITV coursework, as well as online options. This increases the access to a baccalaureate degree for students who are time and/or place bound.

One industry representative working in the health care industry noted, 'Simply having the technical skills isn't enough for management or higher level positions, and employees often fail when promoted as they are not adequately prepared.' This is true for all high-

¹¹ 2008 Washington State Labor Market and Economic Report.

¹² A *Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand*, *Higher Education Coordinating Board*, January 2006.

demand areas; an ITAM bachelor's degree provides students with increased job market options.

The Workforce Board found that among employers attempting to hire at the baccalaureate level, 68 percent had difficulty finding adequately prepared applicants.¹³ “This represents an estimated 12,700 firms. Of employers who had ‘much difficulty’ recruiting applicants with a baccalaureate, they also had much difficulty finding applicants with job-specific skills, team-work skills, problem-solving skills, and communication skills,”¹⁴ all part of the ITAM curriculum.

In a state where increasing the opportunity for *any* baccalaureate education is a high priority, the BAS-ITAM Information Technology and Administrative Management Specializations are an excellent solution for the state, our employers, our employees, and our students.

*Attached - updated departmental/ programmatic assessment plans for the future (i.e., next five year period) (see Table 1).

¹³ Workforce Training and Education Coordinating Board, *Employer Survey 2004*.

¹⁴ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*, April 2005.

II. Description of Degree Programs and Curricula

- A. List each degree program (undergraduate and graduate) offered in department by location, regardless of state or self support. Include minor and undergraduate certificate program(s). (See Table 2)

The Bachelor of Science (BS ITAM) Major

The BS ITAM Program offers coursework for the Bachelor of Science in Information Technology and Administrative Management. The BS ITAM is comprised of three components: 1) pre-admission courses that provide foundation knowledge and skills needed for further study in ITAM, 2) ITAM core courses that focus on the core knowledge areas of ITAM: networking, Web, information management, and human-centered skills, and 3) specialization courses that allow for advanced study in one of the core knowledge areas or retail management and technology. The program is designed to prepare students for information technology, administrative management, or retail management careers.

Students completing this major will take the core courses (65-65 credits) and select one of the four areas of specialization: network administration and management, Web and database administration and management, administrative management, and retail management and technology. Several of the elective courses have prerequisites noted in the course description. IT 101, Computer Applications, or equivalent, or demonstration of computer competence is a prerequisite to this major. Students must complete at least 60 credits of upper-division courses. Students must apply and be accepted into the major prior to beginning 300- or 400-level ITAM coursework. At the time of application, the 14 credits of pre-admission coursework should be completed. Application forms are available in the department office or on the department Web site.

Admission to the BS ITAM shall be based on grades earned in ADMG 201 - Introduction to Business (3 credits); ADMG 271 - Business Math Applications (4 credits); IT 248 - Web Fundamentals (2 credits); and IT 260 - Integrated Information Technology Application Projects (5 credits). A cumulative GPA of 2.3 in the pre-admission courses must be achieved with a minimum grade of C- in each course.

Administrative Management Specialization. Administrative Management students become qualified administrative professionals prepared to pursue careers that apply a blend of management, administrative, and information technology skills in contemporary administrative environments. These qualifications are complemented by job-ready business communications and human relations skills. Graduates in the Administrative Management specialization secure positions such as entry- and mid-level administrative managers, administration or legislative assistants, account specialists, and customer service consultants.

Network Administration and Management Specialization. Network administration and management specialization students become qualified business professionals prepared to pursue careers that apply a wide variety of network administration skills. These qualifications are complemented by business communications and human-centered skills. Graduates of the network administration and management specialization secure positions as network administrators, network analysts, network managers, data communication analysts, network operations analysts, network specialists, network technicians, PC support specialists, PC network engineers, and user support specialists.

Web and Database Administration and Management Specialization. Web and database administration and management specialization students become qualified business professionals prepared to pursue careers that apply a wide variety of Web and database skills. These qualifications are complemented by business communications and human-centered skills. Graduates of the Web and database administration and management specialization secure positions as Web administrators, database administrators, Web designers, database developers, Web page developers, database managers, and Web masters.

Retail Management and Technology Specialization. Retail management and technology specialization students become qualified business professionals prepared to pursue careers in retail environments that infuse information technology in areas such as e-commerce, management, selling, purchasing, operations, and merchandising. These qualifications are complemented by business communications and human-centered skills. Graduates of the retail management and technology specialization secure careers in store operations, store management, IT and e-commerce, sales, distribution and logistics, merchandise buying, and planning and entrepreneurship.

Please see the BS ITAM diagram on the next page.

THE BS ITAM CORE

Pre-Admission Requirements (14 credits):

1. IT 248 Web Fundamentals
2. ADMG 201 Intro to Business
3. IT 260 Integrated IT Applications
4. ADMG 271 Business Math

Core Requirements (51 Credits):

1. ADMG 310 Professional Development
2. ADMG 371 Administrative Management
3. ADMG 372 Leadership and Supervision
4. ADMG 374 Project Management
5. ADMG 376 Project Management & IT
6. ADMG 385 Business Communication & Report Writing
7. IT 301 IT Security, Privacy, & Ethics
8. IT 351 Computer Networks
9. IT 422 Web Site Construction
10. IT 468 Projects in Database
11. RMT 340 Principles of Selling
12. RMT 366 Customer Relationship Management
13. ADMG 302 Financial Analysis for Administrative & IT Support

THE BS ITAM SPECIALIZATIONS

Network Administration and Management

Required Program Courses (32-35 credits):

1. IT 362 Wireless Communications
2. IT 461 Systems Analysis
3. IT 463 (453) Computer Network Management
4. IT 464 (455) Directory Services
5. IT 465 (454) Messaging Services
6. IT 467 (457) Network Security
7. IT 490 Internship

Retail Management and Technology

Required Program Courses (29-32 credits):

1. RMT 330 Principles of Retailing
2. RMT 335 Retail Information Technology
3. RMT 350 Retailing and E-commerce
4. RMT 467 Retail Management
5. RMT/FCSA 485 International Retailing
6. RMT 490 Internship

Web and Database Administration and Management

Required Program Courses (32-35 credits):

1. IT 426 Application of Web Languages
2. IT 428 Web Applications
3. IT 469 Enterprise Database Systems: SQL
4. IT 461 Systems Analysis
5. IT 462 Systems Design
6. IT 470 Database and the Web
7. IT 490 Internship

Administrative Management

Required Program Courses (28-31 credits):

1. ADMG 424 Administrative Management Policy
2. ADMG 471 Contemporary Issues in Administrative Management
3. IT 359 Advanced Spreadsheet Application
4. IT 461 Systems Analysis
5. IT 462 Systems Design
6. ADMG 490 Internship

The Bachelor of Applied Science (BAS ITAM) Major

The high demand BAS ITAM Program offers with two optional specializations in IT or Administrative Management is a dynamic program designed for individuals who want to become business professionals prepared to pursue careers that apply a blend of administrative, management, leadership, and information technology skills in contemporary administrative and information technology environments. Students have the opportunity to choose one of two focused areas: an IT specialization or Administrative Management specialization. Students complete upper-division course work that prepares them for a leadership and supervisory position in the IT industry. Graduates secure careers as entry- and mid-level information technology and administrative managers. Offered at CWU-Des Moines, CWU-Lynnwood, and CWU at Everett campuses, the program offers evening, weekend, and web-based classes for added flexibility to help students stand out in the marketplace and to gain a baccalaureate degree in a timely fashion. In Fall of 2009, the Administrative Management specialization was offered 100% online for those place bound students.

Applicants for the BAS-ITAM must meet the following admission requirements before admittance to the program: 1) Completion of an applied or technical degree from a community college or technical college in Washington with a minimum GPA of 2.3; 2) Completion of 20 credits of the CWU “Basic Skills Requirements” (English, math, logic, and computing) or university equivalents or community/technical college equivalents. A foreign language is not required; and 3) Identification of a clearly articulated academic and/or career goal in pursuing the program and approved by the department chair or designee.

Students seeking the BAS-ITAM program must take a common set of core courses. Additionally, students entering the BAS-ITAM program must choose a specialization in Information Technology (requires completion of a two-year IT technical degree program with a minimum of 40 approved courses within the IT technical degree) or Administrative Management.

Please see the BAS ITAM diagram on the next page.

THE BAS ITAM CORE

Admission requirements before full admittance to the program:

1. Completion of the CWU "Basic Skills Requirements" (English 101, English 102, Math, and Reasoning) or community/technical college equivalents. CWU does not offer these "basic skill" courses online; however, many community/technical colleges so, as does WAOL.com
2. A minimum overall GPA of 2.3 in the two-year technical or applied degree.
3. Identification of a clearly articulated academic and/or career goal in pursuing the program and approved by the program coordinator.
4. NOTE: a foreign language is NOT required for this program

Core Courses for both Programs (36 credits):

1. ADMG 201 Introduction to Business (3)
2. ADMG 271 Business Math Applications (4)
3. ADMG 302 Financial Accounting Analysis for ADMG and IT Support (5)
4. ADMG 310 Business Professional Development (3)
5. ADMG 371 Administrative Management (4)
6. ADMG 372 Leadership and Supervision (3)
7. ADMG 374 Project Management (5)
8. ADMG 385 Business Communication and Report Writing (5)
9. RMT 366 Customer Relationship Management (4)

THE BAS ITAM SPECIALIZATIONS

Administrative Management Specialization (26-29 credits)

1. IT 260 Integrated IT Applications (5 credits)
2. IT 359 Advanced Spreadsheet Applications (3 credits)
3. ADMG 424 Administrative Management Policy (4 credits)
4. ADMG 471 Contemporary Issues in Administrative Management (4 credits)
5. ADMG 485 Managerial Communication (3 credits)
6. ADMG 490 Internship (7-10 credits)*

Information Technology Specialization (25-28 Credits)

1. ADMG 376 Project Management for IT (3 credits)
2. IT 301 IT Security, Policy, & Ethics (3 credits)
3. IT 461 Systems Analysis (4 credits)
4. IT 462 Systems Design (4 credits)
5. IT 486 Critical Issues in Information Technology (4 credits)
6. IT 490 Internship (7-10 credits)

Information Technology and Administration Minors or Certificates

ITAM also offers as service minors to any major on campus five (5) Information Technology and Administration Minors or Certificates: Administrative Management, Retail Management and Technology, Information Technology, Personal Computer Applications, and Web Design and Management Minor.

These provide recognition for students who complete the specified minor or certificate courses. Such recognition will benefit students in gaining professional employment or advancing in their current professional positions. Students fulfilling the requirements for an ITAM program degree specialization cannot earn a minor with the ITAM department. However, students may earn departmental certificates in an area other than their area of specialization. A minimum GPA of 2.3 in the minor and certificate courses must be achieved with a minimum grade of C- in each course.

General Education Contributions. Since 1998, the ITAM Department has provided IT101, Microcomputer Applications, as one of two courses to satisfy the University Computing Basic Requirement. With this course we serve over 1,000 students each year.

Certificate Programs. With the revision of the curriculum in 2002, the ITAM Department began offering the following certificates: Administrative Management, Personal Computer Applications, Retail Management and Technology, Networking Administration, Web Administration and Database Administration.

Service to Other Programs. The ITAM Department teaches several courses that are included in other CWU degree programs.

ITAM's largest service course is the general education IT101 Computer Applications (3 credits). Historically, ITAM would service over 1,500 students a year in basic Microsoft computer skills. Recent budget cuts have restricted our number of class offerings.

ADMG 385, Business Communication and Report Writing, is a high-demand service course and is a component of programs including those from the College of Business; Flight Technology; Construction Management; Family and Consumer Studies; Communication; and Health, Human Performance, and Recreation. The course is available at the Centers in traditional and online delivery formats.

Additional service courses include ADMG 201 Introduction to Business, IT 204 Word Applications, IT 268 Spreadsheet Applications, IT 268 Database Applications, and IT 288 Multimedia Applications.

Summer Session. Each summer the ITAM Department offers a variety of high-demand courses. In addition, students in our department are required to complete a summer internship experience.

Graduate Programs - n/a

**Table 2 (Section II, A.)
Programs Offered in ITAM Department¹⁵**

Note: ITAM has a common core for the BS and BAS majors making FTE allocation challenging.

Degree Program	Delivery Location(s)	Instructional Staff		# Students in Major 2006-2010 Winter Quarter Mark					# Degrees Awarded 2005-2009 Winter Quarter Mark				
				Yr 06	Yr 07	Yr 08	Yr 09	Yr 10	Yr 05	Yr 06	Yr 07	Yr 08	Yr 09
BAS		Faculty FTE	Grad Assist. FTE										
ITAM		As of December 2010	n/a		9	16	59	6	0	0	1	5	7
- Administrative Management Specialization	Lynnwood, Everett, Des Moines, and 100 % Online; Ellensburg	3						46	2	0	0	0	0
-Information Technology Specialization	Lynnwood, Everett, and Des Moines; Ellensburg	2						66	1	0	0	0	0
Total					9	16	59	118					
BS		As of December 2010											
ITAM				5	1								
- Administrative Management Specialization	Ellensburg	5		35	26	24	41	60	22	17	17	13	12
-Database Administration Specialization	Ellensburg	2		7	2	2			3	2	0	0	2
-Information Technology	Ellensburg	n/a merged		39	20	7	2		7	8	11	6	1

¹⁵ Instructional FTE Estimated. No data provided by IR

Specialization		into other area											
-Network Administration Specialization	Ellensburg	2.5		29	41	29	40	40	11	15	18	14	12
-Retail Management & Technology Specialization	Ellensburg	2		21	18	5	17	14	4	10	13	12	7
-Web & Database Administration	Ellensburg	2.5				9	35	34	6	2	6	3	0
Total				144	114	77	135	148	54	54	65	49	45
Minor Programs	Delivery Location(s)	Instructional Staff	# Students in Minor					#Minors Completed					
		Faculty FTE As of December 2010	Grad Assist FTE	Yr 06	Yr 07	Yr 08	Yr 09	Yr 10	Yr 05	Yr 06	Yr 07	Yr 08	Yr 09
Administrative Management	Ellensburg	.2	n/a	6	4	3	7	17	6	4	3	2	3
Administrative Management & Computer Applications	Ellensburg	n/a merged to other minors						1					
Administrative Management & Information Technology	Ellensburg	n/a merged to other minors				1							1
Administrative Management & Retail Management	Ellensburg	n/a merged to other minors		1	1				0	1	1	0	0
Advertising	Ellensburg	dropped		3	1				2	3	0	1	0
Computer Applications	Ellensburg	n/a merged to other minors						14					
Information Technology	Ellensburg	.2			1	3	9	9	0	0	0	0	3
Network Administration	Ellensburg	dropped		2					1	2	1	0	0
Personal Computer Applications	Ellensburg	.2		11	19	15	18	2	9	11	4	9	13
Retail	Ellensburg	.2		12	31	13	12	14	6	11	21	10	5

Management & Tech.													
Web Administration	Ellensburg	n/a merged to other minors		4		1			0	1	0	0	0
Web Design & Management	Ellensburg	.2						8					
Total				39	57	35	47	65	25	33	30	22	25
Certificate Programs	Delivery Location(s)	Instructional Staff		# Students in Program					# Cert. Completed				
n/a		Faculty FTE	Grad Assist FTE	Yr 06	Yr 07	Yr 08	Yr 09	Yr 10	Yr 05	Yr 06	Yr 07	Yr 08	Yr 09

B. Provide a table that lists courses, location, and faculty and student number for the following: (See Table 3)

Service to other Departments

Overall, ITAM serves many departments and colleges on campus. For example, in 2009-10, ITAM served 4.64 percent of the total CWU FTES with just one service course - IT101 Computer Applications (3).

Degree Area	% Gen Ed - CEPS	% Gen Ed- CWU	% Total Service	% Overall CWU
ITAM (IT 101)	41.10	4.01	58.55	4.64
CEPS Totals				10.92

**Table 3 (Section II, B.)
ITAM Courses, Contributions, Locations**

Contributing area	Delivery Location	Instructional Staff		# Students				
		Faculty FTE	Grad Assist. FTE	Yr 06	Yr 07	Yr 08	Yr 09	Yr 10
General Education Courses	Location(s) As of December 2010							
IT101	Ellensburg	2	n/a	1700	1700	1700	1700	1700

Professional Education Courses	Location(s)	Faculty FTE	Grad FTE	Yr 06	Yr 07	Yr 08	Yr 09	Yr 10
n/a								
Service Courses	Location(s)	Faculty FTE	Grad FTE	Yr 06	Yr 07	Yr 08	Yr 09	Yr 10
IT204	Ellensburg	.1	n/a	15	15	15	15	15
IT288	Ellensburg	.1		15	15	15	15	15
IT258	Ellensburg	.1		15	15	15	15	15
IT268	Ellensburg	.1		15	15	15	15	15
ADMG201	Ellensburg	.3		40	40	40	40	40
ADMG385	Ellensburg	.5		70	70	70	70	70
ADMG371	Ellensburg	.2		25	25	25	25	25
RMT330	Ellensburg	.2		25	25	25	25	25
RMT467	Ellensburg	.2		25	25	25	25	25

C. Required measures of efficiency for each department for the last five years

The most recent common CWU data set for these efficiencies are posted on the CWU Institutional Research web site for 2009 and can be used to compare ITAM's efficiencies.

1. SFR (FTES/FTEF) disaggregate data – Last Five Years ¹⁶

		2006	2007	2008	2009	2010
		FTE	FTE	FTE	FTE	FTE
LEVEL						
Lower Division	Administrative Management	27.3	19.6	19.9	20.0	26.5
	Information Technology	158.0	154.1	131.6	125.0	135.9
	TOTAL	185.3	173.7	151.5	145.0	162.3

¹⁶ http://www.cwu.edu/~ir/academicProfiles/degreeMajors/ITAM_DEGMAJ_05_09.PDF
http://www.cwu.edu/~ir/academicProfiles/degreeMinors/ITAM_DEGMIN_05_09.PDF
<http://www.cwu.edu/~ir/academicProfiles/enrolledMajors/ITAM%20MAJORS%202006-10.PDF>
<http://www.cwu.edu/~ir/academicProfiles/enrolledMinors/ITAM%20MINORS%202006-10.PDF>

		2006	2007	2008	2009	2010
		FTE	FTE	FTE	FTE	FTE
Upper Division	Administrative Management	85.0	84.3	86.8	108.0	143.4
	Information Technology	51.7	47.6	51.0	62.3	66.4
	Retail Management & Technology	34.2	21.2	19.9	18.8	34.0
	TOTAL	170.8	153.1	157.8	189.1	243.8
TOTAL	Administrative Management	112.3	103.9	106.7	128.0	169.9
	Information Technology	209.6	201.7	182.7	187.3	202.2
	Retail Management & Technology	34.2	21.2	19.9	18.8	34.0
	TOTAL	356.0	326.7	309.3	334.0	406.2

ITAM Efficiencies

ITAM has spent the past three years researching, planning and consolidating its programs and curriculum to better manage resources and meet current demand. The crafting of a rich and robust common core for both the BS and BAS has allowed for precise course offerings/advising, information flows, efficiencies in operations, and strategic financial resources.

2. Average class size; disaggregate upper and lower division and graduate courses - Last Five Years

ITAM courses are 97% full (meet the maximum room enrollment cap) with students often on the waiting list. CWU Institutional Research reports healthy average class sizes (which includes computer labs). The largest lecture courses are cap by room size (46 seats) with computer labs ranging from 25 to 33 stations.¹⁷

ITAM Average Lecture Class Size by Academic Year and Upper vs. Lower Division			
2006/07 through 2009/10 and Fall 2010			
Academic Year	Lower # Classes	Lower # Students	Average per Class
2006	85	2655	31.23529412
2007	78	2307	29.57692308
2008	75	2169	28.92
2009	79	2385	30.18987342
2010	20	542	27.1
Academic Year	Upper # Classes	Upper # Students	Average per Class
2006	66	1419	21.5
2007	84	1540	18.33333333
2008	100	2122	21.22
2009	123	2711	22.04065041
2010	39	936	24

Average Enrollment by Subject

	Average Enrolled by Subject & Level	Median Enrolled by Subject & Level	Std.Dev Enrolled by Subject & Level
ADMG	23.80	24.0	10.54
IT	22.71	27.0	10.18
RMT	22.60	26.5	12.19
Average	23.04	25.8	10.97

¹⁷ Data provided by CWU Institutional Research

I-2. Student to Faculty Ratio

Report the fall 2009 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2009 Student to Faculty ratio: 20.9 to 1 (based on 11,357 students and 605 faculty).

Other ITAM Efficiencies – Financial Analysis

ITAM generates strong FTE (over 400 this year) with limited resources. In 2009-10, ITAM generated \$2.4 million in revenue on an operating budget of \$1.2 million. Note goods and services are only \$18,000 state funds.¹⁸

Average Revenue/FTES minus Average Cost/Annualized FTES

	PGM	Average Revenue /FTES	Ave Instr Cost/ Annualized FTES	Difference
ITAM	ITAM	16,234	7,862	8,372

When compared to the college (CEPS), ITAM cost less in all categories than the college average.¹⁹ Quality customer service and efficient operations are paramount to ITAM faculty!

Cost per FTES by Subject & Level

	Level	Ave Instructional Cost per FTE	Average Total Cost per FTE	Median Instructional Cost per FTE	Median Total Cost per FTE	Std Dev Instructional Cost per FTE	Std. Dev Total Cost per FTE Average
CEPS AVE		5,751	14,408	6,093	10,050	3,861	17,027
ITAM		2,064	6,613	1,795	2,206	1,172	20,639
IT	100	422	463	46	46	654	854
IT	200	1,270	1,270	1,223	1,223	369	369
IT	300	2,463	3,602	2,729	4,057	1,050	1,625
IT	400	3,429	30,910	2,834	3,809	2,102	132,981
ADMG	200	1,223	2,882	1,269	1,269	343	2,781
ADMG	300	1,869	2,178	1,692	1,692	795	1,246
ADMG	400	3,776	4,983	2,769	3,351	2,893	4,617

¹⁸ Data provided by CWU Institutional Research

¹⁹ Data provided by CWU Institutional Research

	Ave Instructional Cost per FTE		Ave Instructional Cost per FTE
BS: ITAM: Adm Mgmt	1,921	BS: ITAM: Network/ Database	1,702
200	2,178	100	463
300	4,983	200	1,270
400	4,983	300	3,602
BS: ITAM: Retail & Tech.	3,545	400	3,910
200	2,178		
300	2,608		
400	7,836		

D. Describe currency of curricula in discipline. How does the curriculum compare to recognized standards promulgated by professionals in the discipline (e.g., state, national, and professional association standards)?

The ITAM faculty, using its advisory board and other assessments, have been aggressive in streamlining its programs while meeting student and industry needs. ITAM majors are high demand: 1) Bachelor of Science (BS ITAM) and 2) Bachelor of Applied Science (BAS ITAM). They have two primary elements: (1) instructional programs or fields in which student enrollment applications exceed available slots and (2) career fields in which employers are unable to find enough skilled graduates to fill available jobs.^{20,21} To allow some tuition-setting authority for universities if universities meet "performance" targets in areas such **as time to degree, degree production in high-demand areas, and student retention.**²² ITAM is meeting these goals.

For example, since the last Five Year Program Review, the ITAM department has aggressively and strategically focused on its core business of information technology and administrative management. Indeed, in 2005, ITAM dropped its marketing and business education programs and the advertising minor, and welcomed the transfer of four faculty members to education related departments. The realignment has allowed ITAM to grow exponentially to meet the needs of students, fully develop the curriculum, operate effectively and efficiently, and remain current by industry standards.

Bachelor of Science (BS) in Information Technology and Administrative Management.

The ITAM faculty have always been diligent in keeping our curriculum up to date. They are also willing to push teaching and curriculum into new areas. In 2002, the faculty revised the entire ITAM curriculum to align it with industry standards with major revisions in 2008 and 2009. Specifically, the BS ITAM major...

- Supports CWU's mission to "...develop and strengthen bachelor's ...degree programs ... in business; ... and in technological specializations." A strong liberal arts foundation; applied emphases..."²³
- Supports CWU and CEPS goals to offer **Applied, high demand programs**.^{24, 25}

²⁰ For a discussion of high-demand definitions, see "High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary," Higher Education Coordinating Board, December 2002, and "High Demand – High Need – High Cost Enrollment Allocations, 2001-03," Council of Presidents' Interinstitutional Committee of Academic Officers, November 15, 2002.

²¹ <http://www.hecb.wa.gov/boardmtgs/materials/documents/tab6.employerdemandjointreport.pdf>, Retrieved on January 3, 2010.

²² <http://www.hecb.wa.gov/research/PerformanceAgrCom.asp>, Retrieved on January 28, 2010.

²³ CWU's Mission Statement, Retrieved on February 9, 2010, <http://www.cwu.edu/~pres/mission.html>

²⁴ For a discussion of high-demand definitions, see "High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary," Higher Education Coordinating Board, December 2002, and "High Demand – High Need – High Cost Enrollment Allocations, 2001-03," Council of Presidents' Interinstitutional Committee of Academic Officers, November 15, 2002.

- Supports CWU’s Strategic Plan which states, “**Develop new academic programs** that respond to the needs of the local communities and ensure timely and consistent delivery.”²⁶
- Meets the National Workforce Center for Emerging Technologies mission and goals in the areas of administrative management, leadership and other soft skills as demanded by industry for their IT graduates.²⁷

CWU President Gaudino stated that the **greatest growth and opportunity at CWU** is in its **Applied Degrees**.²⁸ The ITAM specializations apply a blend of administrative management, leadership, and information technology skills to prepare students for the contemporary business organizations. Today’s managers MUST have the IT skills complementing their soft skills to be successful. Completing a traditional degree in such areas of management, marketing, operations, to mention a few, is not enough.²⁹

Three professional organizations in information technology provided the original model curriculum and industry standards to which the department has cross walked its program and course content—SITE, ISTE, and OSRA. In addition, the National Workforce Center for Emerging Technology Skill Standards are used in the development of the curriculum. Similar programs at other institutions— University of Wisconsin - Whitewater, and Georgia Southern University—are used as references for curriculum and program revision. The ITAM faculty are continually attending conferences, workshops, and meetings where curriculum is discussed. These ideas are brought back to the department.

The current trends met by the BS ITAM programs include...

- Increase trend for graduates to combine IT and Administrative Management skills in the workplace.³⁰
- Graduates from the ITAM programs will combine their technical skills (e.g., IT, Networking, Database, CRM, E-Commerce, etc.) with business-ready soft skills – communication, management and leadership, project management, and administrative management³¹
- Continued High Demand specialization. According to “*A Skilled and Educated Workforce*,” the “state’s supply of workers who have completed mid-level preparation - more than one but less than four years of postsecondary training or

²⁵ CWU’s Mission Statement, Retrieved on February 9, 2010, <http://www.cwu.edu/~pres/mission.html>

²⁶ 2006-2011 CWU Strategic Plan: Goals and Subsidiary Goals, Retrieved on February 2, 2010, <http://www.cwu.edu/president/archive/goals.html>

²⁷ Soft Skills Assessment for IT Core Curriculum, *National Workforce Center for Emerging Technologies*

²⁸ Meeting with the CEPS Chairs on January 28, 2010.

²⁹ Landing a Job in the Future Takes a Two-track Mind, Wall Street Journal, December 29, 2009.

³⁰ Landing a Job in the Future Takes a Two-track Mind, Wall Street Journal, December 29, 2009.

³¹ Landing a Job in the Future Takes a Two-track Mind, Wall Street Journal, December 29, 2009.

- education - meets only 83 percent of employer demand expected during 2007-2012.”³²
- Supports the Workforce Board. The Workforce Board found that among employers attempting to hire at the baccalaureate level, 68 percent had difficulty finding adequately prepared applicants.³³ “This represents an estimated 12,700 firms. Of employers who had ‘much difficulty’ recruiting applicants with a baccalaureate, they also had much difficulty finding applicants with job-specific skills, team-work skills, problem-solving skills, and communication skills.”³⁴ Growth more than 10 percent expected between 2008-2018.³⁵
 - Meets industry goals for a blend of soft and technical skills. The Global Knowledge/TechRepublic 2009 Survey reported (over 14,000 respondents) that today’s degree programs must develop not only IT skills but also the broader skill set such as management soft skills.³⁶

Bachelor of Applied Science (BAS ITAM) in Information Technology and Administrative Management

This high demand major continues to exponentially grow with over 200 majors in just three years. Specifically, the BAS ITAM major...

- Supports CWU’s mission to work with community colleges – program is offered in traditional/hybrid and online only formats, at three CWU centers and Ellensburg.
- Support CWU and CEPS goals to offer **high demand programs**³⁷ at the centers.
- CWU’s Strategic Plan states, “**Develop new academic programs** that respond to the needs of the local communities and ensure timely and consistent delivery.”³⁸
- More than **16 Community Colleges** are represented through BAS ITAM.
- The Washington State Board for Community and Technical Colleges (SBCTC) states, “About 10 percent of the **7,000 graduates with technical associate**

³² A Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand, *Higher Education Coordinating Board*, January 2006.

³³ Workforce Training and Education Coordinating Board, *Employer Survey 2004*.

³⁴ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*, April 2005.

¹⁴ Occupational Outlook Quarterly, Spring 2009 Accessed January 11, 2010.

<http://www.bls.gov/opub/ooq/2009/spring/art04.pdf>

³⁶ 2009 IT Skills and Salary Report, Global Knowledge/TechRepublic

³⁷ For a discussion of high-demand definitions, see “High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary,” Higher Education Coordinating Board, December 2002, and “High Demand – High Need – High Cost Enrollment Allocations, 2001-03,” Council of Presidents’ Interinstitutional Committee of Academic Officers, November 15, 2002.

³⁸ 2006-2011 CWU Strategic Plan: Goals and Subsidiary Goals, Retrieved on February 2, 2010, <http://www.cwu.edu/president/archive/goals.html>

- degrees** transfer to baccalaureate programs. A transfer rate of 30 percent would better meet student and industry needs.”³⁹
- According to the SBCTC, “Providing accessible education to place bound students should help increase this transfer rate. The following fields have a high need for this new pathway: **mid-management** and **information technologies**, ... Thousands graduate each year from our 34 community/technical colleges in technical areas who benefit from the BAS ITAM degree.” In terms of the state’s economy, higher education levels are associated with higher wages. “The gain for the state in wages is largest with the transition from **associate’s degree to bachelor’s degree**, equal to \$21,754.”⁴⁰
 - Employment in IT occupations grew 8 percent between 2001 and 2007; specifically database administrators grew by 22 percent, network administrators/analysts grew by 8-16 percent.⁴¹
 - Computer programmers and computer support specialists’ occupations **declined** by 8 to 16 percent during this period (**neither program taught in ITAM**).⁴²
 - IT workers are needed in nearly all types of organizations, from retail establishments to manufacturing plants.^{43, 44}
 - Expected job growth from 2006-2016 is 24 percent, versus 10 percent for all other occupations.⁴⁵
 - Network positions have a projected increase of 53 percent during 2006-2016, more than 5 times the rate of all other occupations; in fact, network positions are projected to be **THE fastest growing occupation** as businesses work to make their computer networks more efficient¹ According to “*A Skilled and Educated Workforce*,” the “state’s supply of workers who have completed mid-level preparation - more than one but less than four years of postsecondary training or education - meets only 83 percent of employer demand expected during 2007-2012.”⁴⁶
 - “Employer members of several of the state’s industry skill panels⁴⁷ indicate that the development of an applied baccalaureate degree would be beneficial to their

³⁹ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*, April 2005.

⁴⁰ 2008 Washington State Labor Market and Economic Report.

⁴¹ Occupational Outlook Quarterly, Spring 2009 Accessed January 11, 2010. <http://www.bls.gov/opub/ooq/2009/spring/art04.pdf>

⁴² Occupational Outlook Quarterly, Spring 2009 Accessed January 11, 2010. <http://www.bls.gov/opub/ooq/2009/spring/art04.pdf>

⁴³ Occupational Outlook Quarterly, Spring 2009 Accessed January 11, 2010. <http://www.bls.gov/opub/ooq/2009/spring/art04.pdf>

⁴⁴ Landing a Job in the Future Takes a Two-track Mind, Wall Street Journal, December 29, 2009.

⁴⁵ Landing a Job in the Future Takes a Two-track Mind, Wall Street Journal, December 29, 2009.

⁴⁶ A Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand, *Higher Education Coordinating Board*, January 2006.

⁴⁷ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*, April 2005.

employees who wish to be promoted to higher level management or specialized position.

- The Workforce Board found that among employers attempting to hire at the baccalaureate level, 68 percent had difficulty finding adequately prepared applicants.⁴⁸ “This represents an estimated 12,700 firms. Of employers who had ‘much difficulty’ recruiting applicants with a baccalaureate, they also had much difficulty finding applicants with job-specific skills, team-work skills, problem-solving skills, and communication skills.”⁴⁹ Growth more than 10 percent expected between 2008-2018.⁵⁰

The BAS ITAM, like its counterpart BS ITAM, is current, relevant and meets the demands of today’s students and businesses. President Gaudino stated that the **greatest growth and opportunity at CWU** is in its **Applied Degrees**.⁵¹ *Administrative services managers* plan, coordinate, and direct a broad range of services that allow organizations to operate efficiently. They might, for example, coordinate space allocation, facilities maintenance and operations, and major property and equipment procurement. The BAS ITAM ADMG specialization meets this **high demand** area.⁵² This is also the **only BAS specialization in state to be offered completely 100% online.** Place bound students in any area of technical or applied areas can earn this degree – making it possible for entry-level workers to gain more upward mobility into management positions in their area of expertise.⁵³ Is the only IT program, 2-year or 4-year in the region that combines IT and soft skills: leadership, communication, project management, administrative management. Students in any area of technical or applied areas can earn this degree – making it possible for entry-level workers to gain more upward mobility into management positions in their area of expertise.⁵⁴

⁴⁸ Workforce Training and Education Coordinating Board, *Employer Survey 2004*.

⁴⁹ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*, April 2005.

⁵⁰ Occupational Outlook Quarterly, Spring 2009 Accessed January 11, 2010.

<http://www.bls.gov/opub/ooq/2009/spring/art04.pdf>

⁵¹ Meeting with the CEPS Chairs on January 28, 2010.

⁵² Occupational Outlook Quarterly, Spring 2009 Accessed January 11, 2010.

<http://www.bls.gov/opub/ooq/2009/spring/art04.pdf>

⁵³ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*, April 2005.

⁵⁴ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*, April 2005.

The current trends met by the BAS ITAM programs include...

- The BAS ITAM degree is designated as High Demand programs.^{55,56}
- ADMG growth will be strongest in education services, health care, state and local government, and insurance and finance. Graduates from this program will combine their technical area (e.g., accounting, veterinary technician, health services) with business-ready soft skills – communication, management and leadership, project management, and administrative management⁵⁷
- According to “*A Skilled and Educated Workforce*,” the “state’s supply of workers who have completed mid-level preparation - more than one but less than four years of postsecondary training or education - meets only 83 percent of employer demand expected during 2007-2012.”⁵⁸
- “Employer members of several of the state’s industry skill panels⁵⁹ indicate that the development of an applied baccalaureate degree would be beneficial to their employees who wish to be promoted to higher level management or specialized position.
- The Workforce Board found that among employers attempting to hire at the baccalaureate level, 68 percent had difficulty finding adequately prepared applicants.⁶⁰ “This represents an estimated 12,700 firms. Of employers who had ‘much difficulty’ recruiting applicants with a baccalaureate, they also had much difficulty finding applicants with job-specific skills, team-work skills, problem-solving skills, and communication skills.”⁶¹ Growth more than 10 percent expected between 2008-2018.⁶²

⁵⁵ For a discussion of high-demand definitions, see “High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary,” Higher Education Coordinating Board, December 2002, and “High Demand – High Need – High Cost Enrollment Allocations, 2001-03,” Council of Presidents’ Interinstitutional Committee of Academic Officers, November 15, 2002.

⁵⁶ <http://www.hecb.wa.gov/boardmtgs/materials/documents/tab6.employerdemandjointreport.pdf>, Retrieved on January 3, 2010.

⁵⁷ Landing a Job in the Future Takes a Two-track Mind, Wall Street Journal, December 29, 2009.

⁵⁸ A Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand, *Higher Education Coordinating Board*, January 2006.

⁵⁹ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*,” April 2005.

⁶⁰ Workforce Training and Education Coordinating Board, *Employer Survey 2004*.

⁶¹ Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, Research Report No. 05-1, “*Washington State Board for Community and Technical Colleges*,” April 2005.

⁶² Occupational Outlook Quarterly, Spring 2009 Accessed January 11, 2010. <http://www.bls.gov/opub/ooq/2009/spring/art04.pdf>

Programs Dropped Based on the 2004-05 Program Review:

1. Bachelor of Science in Business Education. Major dropped and faculty transferred to CTE and Education Departments in 2005.
2. Bachelor of Science in Marketing Education. Major dropped and faculty transferred to CTE and Education Departments in 2005.
3. Fashion Merchandising Major. Management and advising of program moved to Consumer and Family Studies department in 2005.
4. Advertising Minor. Dropped in 2005.

- E. Effectiveness of instruction - Describe how the department addresses the scholarship of teaching with specific supporting documentation including each of the following:
1. Departmental teaching effectiveness – report a five-year history of the “teaching effectiveness” department means as reported on SEOIs, indexed to the university mean on a quarter-by-quarter basis.

All courses taught within the ITAM Department include teaching objectives, learner outcomes, and assessments consistent with the department, college, and university programmatic goals and objectives. All syllabi are posted on the ITAM web site along with a two year course offering schedule and advising sheets.

Traditional methods of instructional assessment are utilized by the department, including self-reflective papers, advising/office hours, and Student Evaluation of Instruction (SEOI). Self reflective results will not be included in this report. All ITAM faculty hold an average of 6 hours a week for advising. SEOI evaluations are mandatory for each course within the College of Education and Professional Studies. ITAM faculty are required to administer SEOIs every quarter for every class taught. Several faculty members participated in a Peer Observation Training project so this method of instructional assessment could be implemented within the department and college. A May 2008 report by the Faculty Senate Academic Affairs Committee on grade inflation from 1992 to 2007 found ITAM at an average of 2.86 (out of 4.0). CWU Testing and Assessment has provided data on questions 28 and 29 for the past five years to assess how ITAM compares to its college and the university.

CENTRAL WASHINGTON UNIVERSITY – ITAM
 ITAM, CEPS, AND CWU SEOI AVERAGES to QUESTIONS 28 & 29
 WINTER 2005 THROUGH WINTER 2010 *(Supplied by Testing)*

Term/ Form	FORM A QUESTION 28			FORM A QUESTION 29		
	ITAM SEOI MEAN	CEPS SEOI MEAN	CWU SEOI MEAN	ITAM SEOI MEAN	CEPS SEOI MEAN	CWU SEOI MEAN
1051 A	4.40	4.29	4.24	4.57	4.39	4.33
1053 A	4.41	4.41	4.26	4.53	4.50	4.35
1059 A	4.36	4.32	4.20	4.51	4.42	4.32
1061 A	4.21	4.27	4.22	4.32	4.36	4.32
1063 A	4.35	4.32	4.26	4.45	4.40	4.35
1069 A	4.39	4.30	4.19	4.50	4.38	4.29
1071 A	4.11	4.28	4.23	4.27	4.36	4.32
1073 A	4.66	4.37	4.25	4.79	4.45	4.34
1079 A	4.23	4.39	4.20	4.30	4.48	4.31
1081 A	4.17	4.35	4.24	4.27	4.43	4.33
1083 A	4.09	4.32	4.26	4.23	4.42	4.35
1089 A	4.07	4.34	4.22	4.19	4.42	4.33
1091 A	4.35	4.34	4.23	4.48	4.43	4.32
1093 A	4.45	4.35	4.27	4.57	4.44	4.36
1094 A	4.14	4.32	4.22	4.15	4.38	4.34
1099 A	4.14	4.32	4.32	4.15	4.38	4.38
1101 A	4.49	4.35	4.27	4.54	4.41	4.35

Term/ Form	FORM C QUESTION 28			FORM C QUESTION 29		
	ITAM SEOI MEAN	CEPS SEOI MEAN	CWU SEOI MEAN	ITAM SEOI MEAN	CEPS SEOI MEAN	CWU SEOI MEAN
1051 C	4.31	4.60	4.46	4.48	4.67	4.55
1053 C	4.34	4.56	4.47	4.53	4.63	4.54
1059 C	4.34	4.57	4.46	4.53	4.63	4.51
1061 C	4.36	4.63	4.43	4.50	4.67	4.51
1063 C	4.30	4.55	4.46	4.47	4.59	4.52
1069 C	4.37	4.53	4.44	4.55	4.61	4.53
1071 C	4.38	4.57	4.49	4.57	4.66	4.58
1073 C	4.33	4.57	4.49	4.49	4.59	4.53
1079 C	4.38	4.49	4.46	4.51	4.53	4.53
1081 C	4.31	4.53	4.46	4.48	4.58	4.52
1083 C	4.36	4.54	4.49	4.51	4.59	4.55
1089 C	4.10	4.38	4.32	4.27	4.44	4.40
1091 C	4.08	4.50	4.43	4.16	4.52	4.48
1093 C	4.14	4.51	4.46	4.15	4.57	4.54
1094 C	4.18	4.58	4.50	4.42	4.64	4.57
1099 C	4.18	4.32	4.50	4.42	4.38	4.38
1101 C	4.28	4.56	4.53	4.51	4.64	4.60

2. What evidence other than Student Evaluation of Instruction (SEOI) is gathered and used in the department to evaluate the effectiveness of instruction?

The ITAM Department assessments are directly related to our program and learning goals which in turn drives our high demand programs to meet target student needs with relevancy. These assessments also look at teaching effectiveness. Indirect measures asked students to reflect on learning rather than demonstration (*i.e., surveys, focus groups, observations, senior exit survey*). Although not required, some faculty members participated in the CWU sponsored peer observation training for professional reasons. Each year faculty are required by the CBA to submit an activity report which also includes an optional reflection on teaching effectiveness.

3. Effectiveness of instructional methods to produce student learning based upon programmatic goals including innovative and traditional methods.

Faculty utilize a wide variety of instructional methods in the courses taught, as seen in the table below.

Instructional Methodology	Course Utilized
Classic Lectures	All
Lecture and inquiry based guided discussions	<ol style="list-style-type: none"> 1. ADMG 201 Introduction to Business 2. ADMG 271 Business Math Applications 3. ADMG 302 Financial Analysis for Admin and IT support 4. ADMG 310 Professional Development 5. ADMG 371 Administrative Management 6. ADMG 372 Leadership and Supervision 7. ADMG 374 Project Management 8. ADMG 376 Project Management in IT 9. ADMG 385 Business Commendations and Report Writing 10. ADMG 424 Administrative Management Policy 11. ADMG 471 Contemporary Issues in Administrative Management 12. ADMG 485 Managerial Communication 13. IT 301 Information Technology Security, Privacy, and Ethics 14. IT 362 Wireless Communication 15. IT 374 Project Management 16. IT 461 Systems Analysis 17. IT 486 Critical Issues in Information Technology 18. RMT 330 Principles of Retailing 19. RMT 335 Retail Information Technology 20. RMT 340 Principles of Selling 21. RMT 350 Retailing and E-Commerce 22. RMT 366 Customer Relationship Management (CRM)

	<ul style="list-style-type: none"> 23. RMT 467 Retail Management 24. RMT 470 Critical Issues in Retailing 25. RMT 485 International Retailing
Computer Laboratory, Skills Based	<ul style="list-style-type: none"> 1. IT 101 Computer Applications 2. IT 204 Word Processing Applications 3. IT 228 Introduction to Information Technology 4. IT 248 Web Fundamentals 5. IT 258 Spreadsheets Applications 6. IT 260 Integrated IT Applications 7. IT 268 Database Applications 8. IT 288 Business Presentation Applications 9. IT 351 Computer Networks 10. IT 359 Advanced Spreadsheet Applications 11. IT 422 Web Site Construction 12. IT 426 Application of Web Languages 13. IT 428 Web Applications 14. IT 453 Computer Network Management 15. IT 454 Messaging Services 16. IT 455 Directory Services 17. IT 456 Advanced Computer Network Management (Bi-annual) 18. IT 457 Network Security 19. IT 459 Workstation Administration 20. IT 462 Systems Design 21. IT 463 Computer Network Management 22. IT 464 Directory Services 23. IT 465 Messaging Services 24. IT 467 Network Security 25. IT 468 Projects in Database 26. IT 469 Enterprise Database Systems SQL 27. IT 470 Database and the Web
Inquiry-based, open ended learning	ADMG 493, IT 493, RMT 493 Research and Teaching
Use of field experiences	ADMG 490, IT 490, RMT 490 (Cooperative Education - Internship); ADMG 310 Professional Development
Collaborative research between student and faculty	<ul style="list-style-type: none"> 1. ADMG 376 Project Management in IT 2. RMT 330 Principles of Retailing 3. RMT 335 Retail Information Technology 4. RMT 467 Retail Management 5. UNIV 295 Research
Service learning or civic engagement	ADMG 310 Professional Development
Practicum	ADMG 493, IT 493, RMT 493 Research and Teaching
Other innovative methods (e.g., online integration)	1.ITAM was the first department on campus to standardize its online web enabler (Blackboard) with a consistent format, look, and layout (ten modules). This benefits faculty and students as ITAM trains them for effective

	<p>online learning.</p> <p>2.ITAM was <u>first on campus</u> to have 100% Online undergraduate major and two minors (BAS ITAM Administrative Management Major; Retail Management and Technology Minor; and Administrative Management Minor</p> <p>3.ITAM was <u>first on campus</u> to fully develop the Internship program through a web enabler.</p> <p>4.ITAM is the <u>only department</u> on campus to be recognized and eligible to offer Apple Computer Mobile App Development Software courses.</p> <p>5.ITAM drives its students (customers) to the ITAM web site for information, advising sheets, internship information, etc. www.cwu.edu/itam</p>
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F. Degree to which distance education technology is used for instruction.

1. ITV

The ITAM department offers a few Westside BAS ITAM courses a quarter via ITV. The CWU Centers in Lynnwood and Everett are urged to use this modality as a tool to keep students engaged on campus. The trend for ITAM is to build the brand with online and hybrid courses.

2. Online

ITAM is a leader on campus with online education. ITAM was the first department on campus to standardize its online web enabler (Blackboard) with a consistent format, look, and layout (ten modules). This benefits faculty and students as ITAM trains them for effective online learning. ITAM was first on campus to have 100% Online undergraduate major and two minors (BAS ITAM Administrative Management Major; Retail Management and Technology Minor; and Administrative Management Minor. ITAM was also the first on campus to fully develop the Internship program through a web enabler.

During the summer, approximately 95 percent of the ITAM course offerings are online to meet the market demand. During the academic year, most Ellensburg (BS ITAM) course offerings are traditional or hybrid to meet the needs of on campus students. The Westside students (BAS ITAM) enjoy more online course offerings to meet the working, non-traditional student, with the BAS ITAM 100% online Administrative Management students receiving their education completely online.

G. Assessment of programs and student learning

1. List student learner outcomes for each graduate and or undergraduate degree program and note how the outcomes are linked to department, college and university mission and goals.
 - a. Describe the specific method used in assessing each student learning outcome. Also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, list survey or questionnaire response rate from total population (e.g., alumni, employers served).

The ITAM Program Goal #1, *“Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career,”* was extensively evaluated through the 2009 and 2010 Student Learner Outcomes Data. In 2007 and 2009, a comprehensive list of course outcomes was developed based on the ABET accrediting standards and the ITAM high demand curriculum: retail management and technology and administrative management. While at this time the list is quite robust and comprehensive,

we only present a summary of certain courses assessed the several years based on knowledge, skills, and attitudes. Specific courses were assessed and reviewed within the framework of the undergraduate office yearly assessment reports (See www.cwu.edu/~avpugrad/reports/reports.html). Most ITAM course criteria met or exceeded the target outcomes (See Appendix E and F). The IT101 Computer Applications course was also assessed separately as a general education course and presented after the core courses.(See Appendix G).

The specific BS and BAS ITAM Student Learning Outcomes (performance, knowledge, skills), are listed below.

Department Goal 1, d. Demonstration of knowledge in the Student Learner Outcomes
Fourteen (14) Outcomes Measured

To enable ITAM graduates to achieve the above goals, they must possess the following upon graduating:

- (a) An ability to apply knowledge of technology and management skills appropriate to the discipline. *Identified ITAM Classes for Assessment: ADMG 424, IT 271, IT 260, IT 351, IT 362, IT 422, RMT 467*
- (b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution. *Identified ITAM Classes for Assessment: ADMG 372, ADMG 385, ADMG 424, IT 248, IT 428, IT 461, RMT 467*
- (c) An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs. *Identified ITAM Classes for Assessment: ADMG 376, IT 462, IT 468, RMT 335, RMT 366*
- (d) An ability to function effectively on teams to accomplish a common goal. *Identified ITAM Classes for Assessment: ADMG 310, ADMG 372, IT 376, IT 462, RMT 340*
- (e) An understanding of professional, ethical, legal, security, and social issues and responsibilities. *Identified ITAM Classes for Assessment: ADMG 201, ADMG 310, ADMG 372, IT 301, RMT 330*
- (f) An ability to communicate effectively with a range of audiences. *Identified ITAM Classes for Assessment: ADMG 310, ADMG 372, ADMG 385, IT 422, IT 461, RMT 340, RMT 350, ADMG/IT/RMT 490*
- (g) An ability to analyze the local and global impact of technology and management decisions on individuals, organizations, and society. *Identified ITAM Classes for Assessment: ADMG 201, ADMG 302, ADMG 372, IT 362, IT486, RMT 485*
- (h) Recognition of the need for and an ability to engage in continuing professional development.
Identified ITAM Classes for Assessment: ADMG 310, ADMG 372, ADMG 471, RMT 330, ADMG/IT/RMT490

- (i) An ability to use current techniques, skills, and tools necessary for technology and management practice appropriate to the discipline. *Identified ITAM Classes for Assessment: ADMG 302, ADMG 371, IT 248, IT 422, IT 426, IT 428, IT 359, IT 470*
- (j) An ability to identify and analyze customer and/or organizational needs and take them into account in the selection, creation, evaluation, and administration of technologies and management practices. *Identified ITAM Classes for Assessment: ADMG 201, ADMG 372, IT 461, IT 463, IT 468, RMT 366*
- (k) An understanding of current issues in the content of technology and/or management standards and their application. *Identified ITAM Classes for Assessment: ADMG 471, IT 486, RMT 340, RMT 485*
- (l) An ability to assist in the creation of an effective project plan. *Identified ITAM Classes for Assessment: ADMG 372, ADMG 376, IT 374, RMT 340*
- (m) Ability to anticipate and manage continual technological and organizational change. *Identified ITAM Classes for Assessment: ADMG 302, ADMG 372, ADMG 374, RMT 335*
- (n) Ability to advise and consult effectively on technological and managerial decisions. *Identified ITAM Classes for Assessment: ADMG 372, ADMG 385, ADMG 485, IT 461, IT 462, RMT 366*

Since its last program review in 2004-05, the ITAM department has fully developed its assessment process. ITAM uses direct and indirect assessments to manage and build the brand offerings. These assessments allow us to benchmark activities to afford high quality offerings. The seven formal assessments used are 1) Student Evaluation of Instruction Forms (SEOI), 2) Exit Questionnaires, 3) Focus Groups, 4) Advisory Board, 5) Student Learner Outcomes Data, 6) Alumni Questionnaire, and 7) Yearly CWU Assessment Feedback Reports.

Students wishing to be admitted into one of the ITAM specializations must have a cumulative GPA of 2.3 and a minimum of “C-“ in each course. Students with a lower GPA are admitted “conditionally” until their GPA reaches 2.3 and the “C-“ has been achieved. In order to graduate, students must meet the university requirements—2.3 GPA and completion of 60 upper division credits. Within the department, students are assessed as they complete the required course work and progress through the program. Students cannot graduate from ITAM with any class below a C- grade.

2005-10 Alumni Survey

Appendix D features the Five Year Alumni Survey administered by CWU Testing and Assessment. Sixty (60) usable surveys were evaluated with department review on three questions: What we're or have been doing well? What we can further improve? Where to go in the future? A brief overview of the findings is now provided.

What we have been doing well?

1. Unique program strength: combined focus on ADMG and IT, application oriented, real-life examples, practical intern and hands-on practice, and close connection between classroom learning and future career needs. In fact, it has been predicted that IT sectors will be populated with 'versatilists' or 'generalists' - those with a technology background who also know the business sector inside and out. The ITAM program prepares such versatile majors and minors with its unique program offerings.

2. High-quality customer service: ITAM faculty and staff members are customer (or student) -oriented. ITAMers are committed to providing high-quality, most up-to-date course offerings as well as advising and mentoring services. That includes not only in-class teaching, but also outside-class advising, help, and mentoring. As witnessed by students, ITAMers are readily accessible and are always willing to invest their time and effort in their students' life and study.

3. Internship program is gold.

4. ITAM has prepared students well for most of the major competencies needed in the workplace.

What we can further improve?

1. More flexible course offerings: ITAM is among the pioneers of online teaching at CWU. We could build on that and further increase our course delivery flexibility. While doing that, we need to ensure consistent quality level with both online and traditional course offerings.

2. More collaboration between professors teaching the same or related courses to ensure consistency and continuity. Drs. Lori Braunstein and Bob Trumpy have set very good examples on this aspect on the ADMG program side. We could perform similar analysis and cooperation on the IT side regarding certain related courses.

3. Keep course offerings up to date with technology advancement. We might need to update or revise some existing course offerings in the future to include emerging technologies. Server-side scripting language for example, do we need to be careful about what the Computer Science (CS) department is currently offering? CS course offerings based on their online catalog, it seems they currently offer three web development courses that cover some server-side programming. However, we can shape our course offering with unique focus on user-driven web application design and development.

Besides, ITAM is already addressing some of the issues mentioned in the alumni survey, such as more in-depth database modeling and design principles (as covered in 468) and SQL (in 469), just to name a few.

4. Alumni said that it was important to have critical thinking skills especially to recognize problems, causes, possible solutions, best possible solution, ways of implementations, and ways of monitoring. We are doing a good on these; however, we may want to introduce more case discussions to let students develop a whole process of problem solving. We might integrate 300 series and 400 series just like MBA type (300 for more concepts and 400 for more cases).

Where to go in the future?

Keep on what we have already been doing very well, and pay attention to areas where we might further improve. In addition, rough ideas to consider: preparation for relevant industry certifications (not necessarily an entire course for a certificate, but can include the preparation into part of the course offering maybe), international intern opportunities (e.g., through the study abroad programs), experiment on some topic courses to introduce new technology

When looking at “How important are each of the following competencies to your career? (very important - critical)” several areas, for further development in the future, emerge: Thinking Critically, Analyzing a Problem, and Applying Technology and Management Skills. These three areas are ranked high by ITAM Alumni but lower when asked if ITAM prepared them for these competencies.

All numbers are percentages	Not Prepared (and Not At All)	Somewhat Prepared	Prepared / Very Prepared	How important? (Very important/Critical)
Written communication	0	23	77	76
Function effectively on team	5	26	68	68
Oral communication	10	23	67	78
Communicate effectively to range of audience	3	32	66	74
Professional, ethical, legal, security, social issues and responsibilities	10	28	62	66
Recognize need for cont. prof. development	8	32	61	68
Information literacy	10	31	59	68
Thinking critically	5	37	58	90
Analyze a problem	11	34	55	92
Assist in creation of effective project plan	13	33	54	69

Use current techniques, skills, tools	11	37	53		70
Quantitative reasoning (and computer skills)	13	40	47		74
Apply Tech and mgmt skills	10	44	46		82
Advise and consult on tech/managerial decisions	18	36	46		69
Design, implement, evaluate technology system, process, component, program	29	26	45		50
Anticipate/manage technological/organization change	26	31	44		62
Current issues in technology and/or management standards	21	37	42		50
Identify/analyze customer/organizational needs in selection, creation, evaluation, administration of technology/management practices	26	39	36		66
Analyze local/global impact of technology/mgmt decisions	32	40	29		24

How important are each of the following competencies to your career? (very important - critical)

	VI	C	sum	rank
g. Ability to analyze a problem, and identify and define the requirements appropriate to its solution.	39.50%	52.60%	92.10%	1
a. Thinking critically - check your and others' assumptions; consider multiple perspectives from various sources, etc	42.10%	47.40%	89.50%	2
f. Ability to apply knowledge of technology and management skills appropriate to the discipline.	42.10%	39.50%	81.60%	3
c. Oral communications – vocal delivery, gestures, eye contact, good listening	54.10%	24.30%	78.40%	4
b. Written communications –purpose, organization, development, mechanics	50.00%	26.30%	76.30%	5
d. Quantitative reasoning – apply quantitative tools and computer skills to solve problems; comprehend symbolic representations	44.70%	28.90%	73.60%	6
k. Communicate effectively with a range of audiences.	36.80%	36.80%	73.60%	6
n. Ability to use current techniques, skills, and tools necessary for technology and management practice appropriate to the discipline.	43.20%	27.00%	70.20%	8
s. Ability to advise and consult effectively on technological and managerial decisions.	55.30%	13.20%	68.50%	9
q. Ability to assist in the creation of an effective project plan.	47.40%	21.10%	68.50%	9
e. Information literacy – critically evaluate data sources as I gather relevant information	42.10%	26.30%	68.40%	11
i. Ability to function effectively on teams to accomplish a common goal.	39.50%	28.90%	68.40%	11
m. Recognition of the need for and an ability to engage in continuing professional development.	44.70%	23.70%	68.40%	11
j. Understanding of professional, ethical, legal, security, and social issues and responsibilities.	50.00%	15.80%	65.80%	14

o. Ability to identify and analyze customer and/or organizational needs and take them into account in the selection, creation, evaluation, and administration of technologies and management practices.	39.50%	26.30%	65.80%	14
r. Ability to anticipate and manage continual technological and organizational change.	43.20%	18.90%	62.10%	16
h. Ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.	31.60%	18.40%	50.00%	17
p. Understanding of current issues in the content of technology and/or management standards and their application.	39.50%	10.50%	50.00%	17
l. Ability to analyze the local and global impact of technology and management decisions on individuals, organizations, and society	21.10%	2.60%	23.70%	19

2. List the results for each student learning outcome.
 - a. Provide results in specific quantitative or qualitative terms for each learning outcome (See Appendix E and F).
 - b. Compare results to standards of mastery listed above (See Appendix E and F).
 - c. Provide a concise interpretation of results.

The following courses were assessed during the past two years:

- IT248 Web Applications
- ADMG 271 Business Math Applications
- ADMG 310 Professional Development
- ADMG 372 Leadership and Supervision
- ADMG/IT 374 Project management
- ADMG376 Project management and IT
- ADMG385 Business Communications and Report Writing
- ADMG424 Administrative Management Policy
- IT 422 Website Construction
- IT 351 Computer Networks
- IT 362 Wireless Technology
- IT 468 Projects in Database
- IT301 Information Technology: Security, Privacy and Ethics
- IT461 Systems Analysis
- RMT366 Customer Relationship
- RMT485 International Retailing
- RMT/ADMG/IT 490 Internship
- RMT 340 Principles of Selling

Overall, we report that ITAM students have the ability to apply knowledge of technology and management appropriate to their discipline, as well as the ability to analyze a problem, and identify and define the requirements appropriate to its solution.

For example, in IT351, 75 percent of the students met the criterion for the ability to design, implement, and evaluate a computer-based system, process, component, or program, as well as an understanding of best practices and standards and their application. Team work and leadership is included in most ITAM courses. At least 75 percent of the students have exceeded the ability to function effectively on teams to accomplish a common goal. Seventy-five percent of the students in IT301 have an understanding of professional, ethical, legal, security, and social issues and responsibilities. Students in IT301 also exceeded the target of 75 percent on their ability to analyze the local and global impact of technology on individuals, organizations, and society. IT248 students exceeded the 75 percent mark for ability to use current techniques, skills, and tools necessary for technology practice in the students' chosen career – web management and design. 75 percent of the students in IT 362 exceeded in the assessment for ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of technologies. In IT 362 Wireless Technology and IT 351 Computer Networks classes, some work in needed to increase the passing scores on exams and case studies, ultimately leading to better retention and learning. Overall, we report that ITAM students have been meeting the learning outcomes. Indeed, 32 areas assessed this past year out of 35 met the benchmark criteria. See Appendix E and F for all results.

3. Based upon the results for each outcome listed above describe:
 - a. Specific changes to your program as they affect student learning (e.g., curriculum, teaching methods).
 1. Changes in curriculum and programs reflecting the current industry standards for IT and Administrative Management (an annual process),
 2. Overhaul of course offerings and curriculum in majors and minors to be streamlined in anticipation of severe state budget cuts through 2014 (Degree-to-Time Retention and Program Production),
 3. Reduction of degree credit numbers for ALL majors and minors to help students remain on task for a four year graduation rate (Degree-to-Time Retention and Program Production),
 4. Promoting a two year course offering plan to help students plan and remain on task for a four-year graduation rate,
 5. Restructuring of ITAM department to be self contained and use no external department courses for its programs,
 6. Development of a senior exit survey for end of program assessment,
 7. Establishment of the ITAM Advisory Board, with alums, business and industry leaders, as a strategic tool for remaining current and market driven,
 8. Elimination of two majors (business and marketing education) and a minor (advertising) to allow department to focus on the core brand,
 9. Assessing the general education IT101 Computer Application course for learner outcomes and future integration of information literacy curriculum,

10. Hiring of five tenure track and five year-to-year instructors who are experts in IT and management directly enhancing the curriculum, scholarship and service in the ITAM areas,
11. Constant updating of hardware and software in the class and office to remain current, and
12. Brand building within Blackboard. The ITAM Department was the first on campus to streamline and “brand” the look and format of its Blackboard courses. Each class has the same buttons and navigation based on a ten week module approach. All ITAM faculty make use of Blackboard to add a web component to their teaching.

- b. List specific changes related to assessment process if any.
*Attach an updated programmatic student outcome assessment plan for the future (i.e., next five year period) (see Table 4).

Table 4 (Section II, 3.b.)

CWU Student Learning Outcome Assessment Plan Preparation Form
Programs (Common Classes and Core): **BS and BAS** in
Information Technology and Administrative Management

NOTE: Student Learner Outcomes Mapped to 2007-2008 ABET Accreditation Learner Outcomes and Retail Management and Technology and Administrative Management Outcomes

Student Learning Outcomes (performance, knowledge, skills)

To enable ITAM graduates to achieve the above goals, they must possess the following upon graduating:

- (a) An ability to apply knowledge of technology and management skills appropriate to the discipline. *Identified ITAM Classes for Assessment: ADMG 424, IT 271, IT 260, IT 351, IT 362, IT 422, RMT 467*
- (b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution. *Identified ITAM Classes for Assessment: ADMG 372, ADMG 385, ADMG 424, IT 248, IT 428, IT 461, RMT 467*
- (c) An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs. *Identified ITAM Classes for Assessment: ADMG 376, IT 462, IT 468, RMT 335, RMT 366*
- (d) An ability to function effectively on teams to accomplish a common goal. *Identified ITAM Classes for Assessment: ADMG 310, ADMG 372, IT 376, IT 462, RMT 340*
- (e) An understanding of professional, ethical, legal, security, and social issues and responsibilities. *Identified ITAM Classes for Assessment: ADMG 201, ADMG 310, ADMG 372, IT 301, RMT 330*
- (f) An ability to communicate effectively with a range of audiences. *Identified ITAM Classes for Assessment: ADMG 310, ADMG 372, ADMG 385, IT 422, IT 461, RMT 340, RMT 350, ADMG/IT/RMT 490*
- (g) An ability to analyze the local and global impact of technology and management decisions on individuals, organizations, and society. *Identified ITAM Classes for Assessment: ADMG 201, ADMG 302, ADMG 372, IT 362, IT486, RMT 485*
- (h) Recognition of the need for and an ability to engage in continuing professional development.
Identified ITAM Classes for Assessment: ADMG 310, ADMG 372, ADMG 471, RMT 330, ADMG/IT/RMT490
- (i) An ability to use current techniques, skills, and tools necessary for technology and management practice appropriate to the discipline. *Identified ITAM Classes for Assessment: ADMG 302, ADMG 371, IT 248, IT 422, IT 426, IT 428, IT 359, IT 470*
- (j) An ability to identify and analyze customer and/or organizational needs and take them into account in the selection, creation, evaluation, and administration of technologies and management practices. *Identified ITAM Classes for Assessment: ADMG 201, ADMG 372, IT 461, IT 463, IT 468, RMT 366*

- (k) An understanding of current issues in the content of technology and/or management standards and their application. *Identified ITAM Classes for Assessment: ADMG 471, IT 486, RMT 340, RMT 485*
- (l) An ability to assist in the creation of an effective project plan. *Identified ITAM Classes for Assessment: ADMG 372, ADMG 376, IT 374, RMT 340*
- (m) Ability to anticipate and manage continual technological and organizational change. *Identified ITAM Classes for Assessment: ADMG 302, ADMG 372, ADMG 374, RMT 335*
- (n) Ability to advise and consult effectively on technological and managerial decisions. *Identified ITAM Classes for Assessment: ADMG 372, ADMG 385, ADMG 485, IT 461, IT 462, RMT 366*

GUIDELINES:

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p>(a) An ability to apply knowledge of technology and management skills appropriate to the discipline.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 424 IT 271 IT 260 IT 351 IT 362 IT 422 RMT 467</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Course grade</p> <p>b. Project dealing with trigonometry and graphics in Flash</p> <p>c. Cases</p> <p>d. Assignments</p> <p>e. Exam</p> <p>f. Paper</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p> <p>f. Students</p>	<p>a. ADMG 271 quarterly (knowledge of mathematics)</p> <p>b. IT 422 quarterly when offered</p> <p>c. IT 362 quarterly when offered</p> <p>d. IT 351 quarterly when offered</p> <p>e. IT 351 quarterly when offered</p> <p>f. ADMG424 quarterly when offered</p>	<p>a. 75% of students will satisfactorily complete their first attempt at ADMG 271.</p> <p>b. 75% of students will satisfactorily complete the trigonometry and graphics project.</p> <p>c. 75% of students will obtain a C or above to their total score for the cases.</p> <p>d. 75% of students will complete the assignment with a C or better</p> <p>e. 75% of students will complete the exam with a C or above</p> <p>f. 75% of students will complete the exam with a C or above</p>
<p>(b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution.</p> <p>Identified ITAM Classes for Assessment</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Final Project</p> <p>b. Final Exam/Production Assignment</p> <p>c. Assignments</p> <p>d. Exam Questions</p> <p>e. Report</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p>	<p>a. IT 248 quarterly when offered; IT 428 quarterly when offered; ADMG385 quarterly when offered; ADMG424 quarterly when offered; RMT 467 quarterly when offered.</p>	<p>a. 75% of students will satisfactorily complete the Final Project.</p> <p>b. 75% of students will satisfactorily complete the Final Project.</p> <p>c. 75% of students will</p>

<p>ADMG 372 ADMG 385 ADMG 424 IT 248 IT 428 IT 461 RMT 467</p>		and environment.				<p>b. IT422 quarterly when offered</p> <p>c. IT 461 quarterly when offered</p> <p>d. IT 461 quarterly when offered</p> <p>e. RMT 467 quarterly when offered</p>	<p>complete the assignments with a C or above.</p> <p>d. At least 50% of students will complete the requirements' problem in the exam with a C or above.</p> <p>e. 75 % of students will complete the report with a C or better.</p>
<p>(c) An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 376 IT 462 IT 468 RMT 335 RMT 366</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Project</p> <p>b. Project</p> <p>c. Paper</p> <p>d. Exam</p> <p>e. Project</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p>	<p>a. IT 376 quarterly when offered</p> <p>b. IT 462 quarterly when offered</p> <p>c. RMT 366 quarterly when offered</p> <p>d. RMT 335 quarterly when offered</p> <p>e. IT 468 quarterly when offered</p>	<p>a. 75% of students will satisfactorily complete the Project</p> <p>b. 75% of students will satisfactorily complete the major project.</p> <p>c. 75% of students will complete the paper with a C or above</p> <p>d. 75% of students will complete the exam with a C or above</p>
<p>(d) An ability to function effectively on teams to accomplish a common goal.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 310 ADMG 372 IT 376 IT 462 RMT 340</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Project with presentation</p> <p>b. Project</p> <p>c. Project</p> <p>d. Assignment</p> <p>e. Selling Plan</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p>	<p>a. ADMG 310 quarterly</p> <p>b. ADMG 372 quarterly</p> <p>c. ADMG 376 quarterly</p> <p>d. IT 462 quarterly</p> <p>d. RMT 340 quarterly</p>	<p>a. 75 % of students will satisfactorily complete the project with presentation.</p> <p>b. 75 % of students will satisfactorily complete the project.</p> <p>c. 75 % of students will satisfactorily complete the project.</p> <p>c. 75 % of students will satisfactorily complete the assignment.</p> <p>e. 75 % of students will satisfactorily complete the selling Plan.</p>
<p>(e) An understanding of professional, ethical, legal, security, and social issues and responsibilities.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 201</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Exam questions concerning ethics in business.</p> <p>b. Exam questions on ethics in business</p> <p>c. Discussion question concerning ethical decisions in the</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p>	<p>a. ADMG201 quarterly</p> <p>b. ADMG310 quarterly</p> <p>c. ADMG 372 quarterly</p> <p>d. IT 301 quarterly</p>	<p>a. 75% of students will answer the question correctly.</p> <p>b. 75% of students will answer the question correctly.</p> <p>c. 75% of students will receive a satisfactory grade based on a grading rubric</p>

ADMG 310 ADMG 372 IT 301 RMT 330		and environment.		workplace d. Discussion question concerning internet privacy. e. Case Studies on retail ethics		e. RMT 330 quarterly when offered	d. 75% of students will receive a satisfactory grade based on a grading rubric e. 75% of students will complete the Case Studies with a C or above
(f) An ability to communicate effectively with a range of audiences. Identified ITAM Classes for Assessment ADMG 310 ADMG 372 ADMG 385 IT 422 IT 461 RMT 340 RMT 350 ADMG/IT/RMT 490	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Project with presentation b. Project with presentation c. Analytical report d. Project e. Project f. Project with presentation g. Project with presentation h. Discussion Board Thread	a. Students b. Students c. Students d. Students e. Students f. Students g. Students h. Students	a. ADMG 310 quarterly b. ADMG 372 quarterly c. ADMG 385 quarterly d. IT 442 quarterly e. IT 462 quarterly when offered f. RMT 340 quarterly when offered g. RMT 350 quarterly when offered h. ADMG/IT/RMT 490 Summers	a. 75% of students will satisfactorily complete a project with presentation b. 75% of students will satisfactorily complete a project with presentation c. All teams will have at least a C on the analytical report d. 75% of students will satisfactorily complete a project e. 75% of students will satisfactorily complete a project f. 75% of students will satisfactorily complete a project with presentation g. 75% of students will satisfactorily complete a project with presentation h. 75% of students will satisfactorily complete a discussion thread.
(g) An ability to analyze the local and global impact of technology and management decisions on individuals, organizations, and society. Identified ITAM Classes for Assessment ADMG 201 ADMG 302 ADMG 372 IT 362 IT486 RMT 485	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Exam Questions b. Exam Questions c. Exam Questions d. Exam Questions e. Exam Questions f. Exam Questions	a. Students b. Students c. Students d. Students e. Students f. Students	a. IT 301 quarterly when offered b. IT 302 quarterly c. IT 372 quarterly d. IT 362 quarterly when offered e. IT 486 quarterly when offered f. RMT485 quarterly when offered	a. 75% of students will complete the Exam Questions correctly b. 75% of students will complete the Exam Questions correctly c. 75% of students will complete the Exam Questions correctly d. 75% of students will complete the Exam Questions correctly e. 75% of students will complete the Exam Questions correctly f. 75% of students will complete the Exam Questions correctly
(h) Recognition of the need for and an ability to engage in continuing professional development. Identified ITAM	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Case Study b. Integrative Paper c. Discussion Question d. Exam Question	a. Students b. Students c. Students d. Students e. Students	a. ADMG 310 quarterly b. ADMG 372 quarterly c. ADMG 471 quarterly when offered	a. 75% of students will earn a satisfactory grade on the case studies. a. 75% of students will earn a satisfactory grade on the paper

Classes for Assessment ADMG 310 ADMG 372 ADMG 471 RMT 330 ADMG/IT/RMT490	in their chosen career.	students to participate in an increasingly diverse economy and environment.		e. Discussion Thread		d. RMT 330 quarterly when offered e. ADMG/IT/RMT 490 quarterly when offered	a. 75% of students will earn a satisfactory grade on the discussion question a. 75% of students will earn a satisfactory grade on the exam question e. 75% of students will earn a satisfactory grade on the discussion thread
<p>(i) An ability to use current techniques, skills, and tools necessary for technology and management practice appropriate to the discipline.</p> Identified ITAM Classes for Assessment ADMG 302 ADMG 371 IT 248 IT 422 IT 426 IT 428 IT 359 IT 470	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Final Project Grade b. Final Project Grade c. Exercises d. Final Project Grade e. Final Project Grade f. Final Project Grade g. Final Project Grade h. Final Project Grade	a. Students b. Students c. Students d. Students e. Students f. Students g. Students h. Students	a. ADMG 302 quarterly b. ADMG 371 quarterly c. IT 248 quarterly d. IT 422 quarterly e. IT 426 quarterly when offered f. IT 428 quarterly when offered; g. IT 359 quarterly when offered h. T 470 quarterly when offered.	a. 75% of students will satisfactorily complete the Final Project. b. 75% of students will satisfactorily complete the Final Project. c. 75% of students will satisfactorily complete the Final Project. d. 75% of students will satisfactorily complete the Final Project. e. 75% of students will satisfactorily complete the Final Project. f. 75% of students will satisfactorily complete the Final Project. g. 75% of students will satisfactorily complete the Final Project. h. 75% of students will satisfactorily complete the Final Project.
<p>(j) An ability to identify and analyze customer and/or organizational needs and take them into account in the selection, creation, evaluation, and administration of technologies and management practices.</p> Identified ITAM Classes for Assessment ADMG 201 ADMG 372 IT 461 IT 463 IT 468 RMT 366	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Exam question b. Exam question c. E-R Model Project that includes E-R diagram, logical model, and physical model of system. d. Exam question e. Exam question f. Assignment	a. Students b. Students c. Students d. Students e. Students f. Students	a. ADMG 201 quarterly b. ADMG 371 quarterly c. IT 461 quarterly when offered d. IT 463 quarterly when offered e. IT 468 quarterly when offered f. RMT366 quarterly when offered	a. 75% of students will complete the exam with a C or above b. 75% of students will complete the exam with a C or above c. 75% of students will satisfactorily complete the E-R Model Project. d. 75% of students will complete the exam with a C or above e. 75% of students will complete the exam with a C or above f. 75% of students will complete the assignment with a C or above
<p>(k) An understanding of current issues in the content of technology and/or management standards and their application.</p>	1. Students will demonstrate the knowledge, skills, and attitudes necessary to	1. Provide an outstanding academic and professional growth experience for students at all CWU locations.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Cases b. Assignments c. Project d. Assignments	a. Students b. Students c. Students d. Students	a. ADMG 471 quarterly when offered b. IT 486 quarterly when offered	a. 75% of students will obtain a C or above to their total score for the cases. b. 75% of the students will complete the assignments with a C

<p>Identified ITAM Classes for Assessment</p> <p>ADMG 471 IT 486 RMT 340 RMT 485</p>	<p>be successful in their chosen career.</p>	<p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>				<p>c. RMT 340 quarterly when offered</p> <p>d. RMT 485 quarterly when offered</p>	<p>or above.</p> <p>c. 75% of students will complete the project with a C or above</p> <p>d. 75% of students will complete the assignments with a C or above</p>
<p>(l) An ability to assist in the creation of an effective project plan.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 372 ADMG 376 IT 374 RMT 340</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Project</p> <p>b. Project</p> <p>c. Project</p> <p>d. Project</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p>	<p>a. ADMG 372 quarterly</p> <p>b. ADMG 376 quarterly</p> <p>c. ADMG/IT 374 quarterly when offered</p> <p>d. RMT 340 quarterly</p>	<p>a. 75% of the students will complete the project with a C or above</p> <p>b. 75% of the students will complete the project with a C or above</p> <p>c. 75% of the students will complete the project with a C or above</p> <p>d. 75% of the students will complete the project with a C or above</p>
<p>(m) Ability to anticipate and manage continual technological and organizational change.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 302 ADMG 372 ADMG 374 RMT 335</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Assignments</p> <p>b. Assignments</p> <p>c. Assignments</p> <p>d. Assignments</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>D. Students</p>	<p>a. ADMG 302 quarterly</p> <p>b. ADMG 372 quarterly</p> <p>c. ADMG 374 quarterly</p> <p>d. RMT 335 quarterly when offered</p>	<p>a. 75% of students will complete the assignments with a C or above</p> <p>b. 75% of students will complete the assignments with a C or above</p> <p>c. 75% of students will complete the assignments with a C or above</p> <p>d. 75% of students will complete the assignments with a C or above</p>
<p>(n) Ability to advise and consult effectively on technological and managerial decisions.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 372 ADMG 385 ADMG 485 IT 461 IT 462 RMT 366</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Cases</p> <p>b. Project</p> <p>c. Assignment</p> <p>d. Assignment</p> <p>e. Assignment</p> <p>f. Project</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p>	<p>a. IT 362 quarterly when offered</p> <p>b. ADMG 385 quarterly</p> <p>c. ADMG 485 quarterly when offered</p> <p>d. IT 461 quarterly</p> <p>e. IT 462 quarterly</p> <p>f. RMT 366 quarterly</p>	<p>a. 75% of students will obtain a C or above to their total score for the cases.</p> <p>b. 75% of the students will complete the project with a C or above.</p> <p>c. 75% of the students will complete the assignment with a C or above.</p> <p>d. 75% of the students will complete the assignment with a C or above</p> <p>e. 75% of the students will complete the assignment with a C or above</p> <p>f. 75% of the students will complete the project with a C or above.</p>

III. Faculty

Information concerning faculty profiles, scholarship and service measures and activity, and teaching effectiveness are presented below.

A. Faculty Profiles

The faculty within the ITAM Department exhibit a high degree of commitment to teaching, research and scholarly activities, and professional service activities. The faculty are highly involved in their teaching and related activities that enhance their classroom teaching. Several faculty members involve their students in research projects—at local, state, national, and international levels. Faculty regularly publish in academic and trade journals. All department members provide community and professional service to various organizations by serving as members and officers, making presentations, providing in-service training, and performing consulting.

The tenure and tenure-track faculty in the ITAM Department (2010-11) are:

Professors

- Lori A. Braunstein, (Ph.D. Utah State University), Information Technology and Administrative Management
- Robert A. Lupton, (Ph.D. Colorado State University), Department Chair and Retail Management Technology

Associate Professor

- David Rawlinson, (J.D. South Texas College of Law), Information Technology

Assistant Professors

- Natalie Lupton, (Ph.D, University of Nebraska – Lincoln) Retail Management Technology and Administrative Management
- Christine Bernadas, (Ph.D, Texas A&M International University), Information Technology and Administrative Management
- Chester Claar, (Ph.D. Utah State University), Information Technology
- Hideki Takei, D.B.A., Administrative Management and Retail Management Technology
- Robert Trumpy, (Ed.D, LMHC, LCSW, Seattle University) Administrative Management
- Fen Wang, (Ph.D, University of Maryland), Information Technology

The year-to-year contract faculty in the ITAM Department (2010-2011) are:

- Yvonne Alder, Lecturer (B.A., Washington State University), Information Technology and Administrative Management
- Brandi Carter, Lecturer (M.B.A, University of Washington), Information Technology and Administrative Management

- John Durham, Lecturer (M.A., Central Washington University), Information Technology and Administrative Management
- Terry Linkletter, Lecturer (M.S., University of Wisconsin), Central Washington University), Information Technology and Administrative Management
- Mary Minor, Lecturer (B.A., Central Washington University), Information Technology
- Amy Perry, Lecturer (M.S., Central Washington University), Information Technology
- Angela Unruh, Lecturer (M.B.A., University of Montana), Information Technology
- Chuck Wahle, Lecturer (M.Ed., Central Washington Central Washington University), Information Technology

Staff

Laurie Stehle, Office Manager and ITAM Internship Coordinator

Faculty scholarship and service measures can be seen in Table 5.

C. Faculty Awards

CEPS Information Technology and Administrative Management 2007-08

Research: David Rawlinson

Service: Robert Lupton

Teaching: Angela Unruh

Support Staff: Laurie Stehle

CEPS Information Technology and Administrative Management 2008-09

Scholarship: Christine Bernadas

Service: Shani Watkins

Teaching/Advising: Natalie Lupton

Staff/Exempt: Yvonne Alder

CEPS Information Technology and Administrative Management 2009-10

Scholarship: David Rawlinson

Service: Natalie Lupton

Teaching: Lori Braunstein

D. Performance Standards by Department, College and University

ITAM has adopted the College of Education and Professional Studies (CEPS) Performance Standards (See Appendix C).

Table 5 (Section III)
ITAM Tenured and Tenure-track Faculty Profile

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		5-yr total	Annual avg	% of faculty
	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty	# faculty TT - T	% of faculty			
* Scholarship Measures: (Use categories applicable to your departmental & college criteria)													
Refereed professional journal	4	.67	5	.83	6	1.2	3	.6	10	1.11	28	5.6	.882
Scholarly books and chapters			1	.16			1	.2	2	.22	4	1.33	.193
Juried exhibitions and performances									1	.11	1	1	.11
Peer-reviewed conference proceedings	15	2.5	18	3	16	3.2	13	2.6	14	1.5	76	15.2	2.56
Scholarly conference presentations	17	2.8	22	3.6	20	4	15	3	15	1.6	89	17.8	3
Textbook chapters									1	.11	1	1	.11
Published book reviews													
Editor of book or special issue of journal									2	.22	2	1	.22
Editor of published conference proceedings							2	.4	2	.22	4	2	.31
Reviewer/discussant/chair conference symposium	14	2.3	12	2	14	2.8	11	2.2	11	1.22	62	12.4	2.1
Editorially reviewed publications	1	.16	1	.16	2	.4	4	.8	4	.44	12	2.4	.392
SOURCE	2	.33	3	.50	2	.4			4	.44	11	2.75	.417
Major technical reports					3	.6	4	.8	14	1.5	21	7	.966
Other													
* Grants: (Use categories applicable to your departmental & college criteria)													
External (Peer-reviewed external grant (for the lead investigator))					2	.4			3	.55	5	2.5	.475
Funded / Unfunded					2 (Unfunded)	.4			2 (funded)	.22	4	2	.31
Internal (University, College, Department)			1	.16	5	1	5	1	14	1.5	25	6.25	.915
Funded / Unfunded					2(unfunded) 2 (funded)	.8	4(unfunded) 1(funded)	1	14 (funded)	1.5	23	7.67	1.1
* Service measures: (Use categories applicable to your departmental & college criteria)													
University Committees	6	1	10	1.6	9	1.8	12	2.4	19	2.11	56	11.2	1.78
Department Committees	4	.67	5	.83	12	2.4	9	1.8	8	.88	38	7.6	2.84
Professional Committees	1	.16	2	.33	3	.6	5	1	2	.22	13	2.6	.462
Consultation	14	2.3	10	1.6	2	.4	2	.4	3	.33	31	6.2	1.006
Clubs/Organizations	1	.16	1	.16	1	.2	1	.2	1	.11	5	1	.166
Leadership & Service - Professional Organizations	6	1	5	.83	11	2.2	11	2.2	8	.88	41	8.2	1.422
Community Service	6	1	7	1.16	6	1.2	6	1.2	5	.55	30	6	1.022
Other	4	.67	6	1	3	.6	2	.4	7	.77	22	4.4	1.408
* Faculty Mentored Research: (Use categories applicable to your departmental & college criteria)													
Undergrad projects / SOURCE			4	.67	4	.8	19	3.8	24	2.6	51	12.75	1.97
Graduate Committees –	2	.33									2	1	.33

Supervising thesis/projects													
Graduate Committees – Participation thesis/projects	4	.67	1	.16	1	.2	1	.2	1	.11	8	1.6	.268
Honors/Nominator	1	.16	3	.50	1	.2	2	.4	3	.33	10	2	.318
Advisory Board	1	.16	1	.16	1	.2	1	.2			4	1	.18
Other													

A response to all four main categories is mandatory.
The details to support each category should be applicable to your department & college criteria.

Grants written by the ITAM faculty include:

Dr. Natalie Lupton: NCWIT Academic Alliance Seed Fund Grant, *Recruiting and Retaining Women in Computing and Information Technology*, \$10,000. **Principal Investigator**, Under review October 2010

Dr. Natalie Lupton: National Science Foundation: Information Technology Leadership Development Scholarship Program: Fulfilling the Gap between Supply and Demand. \$598,170. Under review August, 2010. **Principal Investigator**

Funded:

Dr. Natalie Lupton: Central Washington University Foundation, Len Thayer Small Grants: Expanding SOURCE to CWU Centers, March, 2010. Awarded \$1,000 for SOURCE activities. **Co-Principal Investigator**

Dr. Natalie Lupton: Central Washington University Student Technology Fee Committee: SOURCE Large Format Printer. April, 2010. Awarded \$6,000 for equipment purchase to support SOURCE activities. **Principal Investigator**

Dr. Natalie Lupton: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *ADMG310, Professional Development*, \$2000.

Dr. Natalie Lupton: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *ADMG372, Administrative Management*, \$2000.

Dr. Lori Braunstein: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *ADMG385, Professional Development*, \$2000.

Dr. David Rawlinson: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *IT301, Professional Development*, \$2000.

- Ms. Yvonne Alder: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *IT260, Professional Development*, \$2000.
- Ms. Shani Watkins: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *ADMG371, Professional Development*, \$2000.
- Dr. Christine Bernadas: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *RMT366, Professional Development*, \$2000.
- Dr. Robert Lupton: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *ADMG424, Professional Development*, \$2000.
- Dr. Robert Lupton: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *ADMG486, Professional Development*, \$2000.
- Dr. Natalie Lupton: Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2008, *ADM201 Introduction to Business*, \$2000.
- Dr. Natalie Lupton: Central Washington University, Academic Computing Seed Grant: *Integrating Podcasting into ITAM Introduction to Business Courses*, January 2006. Awarded \$1000, Professional Development Funding. **Principal Investigator**
- Dr. Natalie Lupton: Washington Center for Information Technology: *Curriculum Development for Information Technology Education*, Spring 2003, Awarded - \$600 per year with supplement travel money. **Principal Investigator**
- Dr. Natalie Lupton: Central Washington University, Academic Computing Seed Grant: *Curriculum Development for eLearning Blackboard Enabler*, Fall 2002. Awarded \$1000. **Principal Investigator**

Not Funded:

- Dr. Natalie Lupton: National Science Foundation: Information Technology Leadership Development Scholarship Program: Fulfilling the Gap between Supply and Demand. \$579,189. Submitted September, 2009. **Principal Investigator**
- Dr. Natalie Lupton: Central Washington University, Equipment Grant: Infusing Retail Technology Management Equipment into the Classroom Curriculum, Submitted April 14, 2008. \$10,000, **Principal Investigator**
- Dr. Natalie Lupton: National Education Association Foundation, Learning and Leadership Grant: *Project Management Professional Development*, Blind Peer Review, Submitted January 2007. **Principal Investigator**
- Dr. Natalie Lupton: Department of Defense, *Virtual Crucible Experience for Future Force Leaders*. Submitted May 2007. Not funded. \$623,821. **Principal Investigator**

IV. **Students – For five years**

A. Student accomplishments (include SOURCE, career placement information, etc.). List students working in field; students placed in masters or doctoral programs.

SOURCE:

Dr. Natalie Lupton Undergraduate Research Mentorship

- **22 Student Mentees (2009-2010)**
 - *THE SCIENCE OF CLOTHING–WHY PEOPLE DRESS ACCORDING TO THEIR LIFESTYLE*, Dyer, Carlie; Hahn, Whitney; Giannandrea, Ashley
 - *SHOPPING ALTERNATIVES: HOW ELLENSBURG CLOTHING RETAILERS ARE AFFECTED BY STUDENT BEHAVIORS*, Frauen, Shiloh; Phipps, Erika; Smith, Ashley
 - *PERCEPTION AND IDENTIFICATION OF ELLENSBURG BUSINESS LOGOS*, Greenfield, Vanessa; Guild, Amy; Mackie, Sammy Jo
 - *THE DENIM CONSUMER: FASHION OR CONVENIENCE?*, Helms, Danielle; Smith, Kara; Rushton, Diana
 - *INVESTIGATING THE CONSUMER’S CHOICE OF USING REUSABLE WATER BOTTLES OVER DISPOSABLE WATER BOTTLES*, Lee, Reda; Campbell, Katie; Floyd, Fawn; Kamalsah, Angie (Awarded Outstanding Oral Presentation for CEPS College)
 - *AN INVESTIGATION OF HOW CWU FINANCIAL AID STUDENTS SPEND THEIR REFUND CHECKS*, Moore, Tiffany; Reimer, David; Wagner, Kevin; Cook, Lindsay
 - *AN INVESTIGATION OF UNIVERSITY STUDENTS’ GROCERY STORE PREFERENCES AND VARIABLES WHICH AFFECT THOSE PREFERENCES*, Sewell, Katelyn; Biggs, Amanda (Awarded Outstanding Oral Presentation for CEPS College)

Dr. Hideki Takei Undergraduate Research Mentorship

4 Student Mentees (2009-2010)

- *MARKETING AND PROMOTIONAL ACTIVITIES OF THE UNITED STATES BEER INDUSTRY IN IRELAND*, Michael Schoeler

- *COMPARATIVE ANALYSIS OF INTERNATIONAL VENDING MACHINE RETAILING: USA VS. JAPAN*, Michael Bantog, Sana Becker, and Torey Hewitt

Dr. Natalie Lupton
Undergraduate Research Mentorship

- **18 Student Mentees (2008-2009)**
 - *SOCIAL NETWORKING: A CRITICAL ISSUE FOR RETAILERS AND CONSUMERS TODAY*, Baldwin, Patrick; Mesina, Hector; Thompson, Megan; Mackie, Sammy Jo; Meza, Guillermo
 - *GOING GREEN: THE CHANGES IN THE RETAIL ENVIRONMENT INVOLVED IN SUPPORTING THE SUSTAINABILITY OF THE ENVIRONMENT*, Davis, Melinda; Dwyer, David; Cowles, Kirsten; Rudolph, Ashley
 - *RETAILERS GOING GREEN: FACT OR FRAUD?*, Huston, Matthew; Carter, Michael; Brown, Annie; Petosa, John; Hoiness, Kyle
 - *HOW M-COMMERCE AFFECTS CONSUMERS AND RETAILERS ON MOBILE DEVICES*, Ingles, Stephanie; Stebens, Ashley; Carey, Andrea; Martin, Amy; Martini, Jenni

Dr. Natalie Lupton
Undergraduate Research Mentorship

- **2 Student Mentees (2007-2008)**
 - *ISSUES IN RETAIL TECHNOLOGY MANAGEMENT*, Soete, Cassandra
 - *SECOND LIFE AS AN EDUCATIONAL SETTING*, Daniels, Patricia

ITAM Career Placement (Sampling of Graduates):

1. Siobhan Dodd, Web Administration Specialization, Volt Information Science
2. Kirsten Cowles, Retail Management & Technology Specialization, Target
3. Jessica Mead, Administrative Management Specialization, Retail Shop Owner - Flowers
4. Sandra Hicks, M Information Technology Specialization, QBE Americas
5. Rebecca Robbins, Project Management, Green Firm Downtown Seattle
6. Frank Cunningham, Information Technology Specialization, Contracted Services
7. Dominique Apodaca, Retail Management & Technology Specialization, PGA Headquarters
8. Paul Knorr, Information Technology Specialization, Paccar
9. James Ervin, Information Technology Specialization, Microsoft
10. Ryan Fields, Information Technology Specialization, Microsoft

11. Sebastien, Mercier-Bellevue, Information Technology Specialization, IT Manager in France
12. David Hernandez, Information Technology Specialization, Highline School District, WA
13. Patricia Daniels, Information Technology Specialization, Highline CC – ITS Support Services
14. Kaci Presnell, Administrative Management Specialization, Energy Northwest Hanford
15. Lucinda Lunstrum, Information Technology Specialization, Ellensburg Fire Department
16. Christopher Quale. Web and Database Administration Specialization, Distinctive Properties, Inc
17. Jay Zilliox, Database Administration Specialization, Yakima Valley Farm Workers Clinic
18. Sarilyn Paschen, Administrative Management Specialization, CWU Student Employment Office
19. Kristina Paquette, Administrative Management Specialization, CWU Career Services
20. Patricia Carlson, Information Technology Specialization, CWU - Centers
21. Max Klim, Information Technology Specialization, Costco – Network Engineer
22. Lee Gobroski, Database Administration Specialization, Computer Store Owner
23. William Black, Information Technology Specialization, Cenic Corporation
24. Karen Williams, Information Technology Specialization, Boeing Corporation

B. Provide one masters project (if applicable); two will be randomly selected during site visit. Available in either the library or through the departmental office. N/A

C. Describe departmental policies, services, initiatives, and documented results for successful student advising.

Faculty are available on a daily basis to advise students. ITAM faculty pride themselves on high quality, one-on-one advising.

D. Describe other student services offered through the department including any...

V. Facilities & Equipment by location

A. Describe facilities available to department and their adequacy (program delivery location, size, functionality, adjacencies, lighting, ventilation, finishes, plumbing, electrical outlets, etc.). Describe anticipated needs in the next three to five years.

As this report was finished November 2010, ITAM has over 450 majors and minors. The current Ellensburg Shaw/Smyser Hall, second floor is precluding us from expanding and meeting the market needs with high demand programs.

Faculty office space is desperately needed at the Ellensburg Campus. Because of the current and anticipated growth in faculty, we need 3 offices now and five additional offices in the next 3 to 5 years. We have asked the university to provide some additional office space in Shaw/Smyser Hall but the College of Business (who also shares the building) has stated they can't afford to let offices be released for reassignment to ITAM. In addition, the six ITAM computer labs are also in Shaw/Smyser Hall making it problematic to move the department to a bigger building. Indeed, faculty and computer labs are inextricably required for the curriculum.

These offices need to be near three computer labs that are dedicated to ITAM use and three additional computer labs for occasional use. The computer labs need to be large enough to seat 30 - 40 students with room to walk behind the student's chairs. (Only one lab currently has enough space for the instructor to walk behind the students.) Also, needed is the ability to upgrade the hardware & software in the dedicated labs to the most current releases. Upgrades are usually needed every 1 - 2 years.

Current administrative assistant offices for the department are adequate assuming the current administrative assistant retains a private office with room for 1 - 2 assistants, which will be needed in 3 - 5 years.

A conference room large enough for 20 people is needed with video conferencing equipment to communicate with our Westside program.

A full-size kitchen/break area is needed with stove and full refrigerator for the larger department, for retreats and Advisory Board meetings.

- B. Describe equipment available to department include program delivery location and its adequacy (office furniture, instructional fixtures, lab equipment, storage cabinets, specialty items, etc.) Describe anticipated needs in the next three to five years.

ITAM has encouraged less photocopies to save money during budget cuts. All ITAM classes have a Blackboard web enabler component allowing students to print out just what they need in the computer labs (supported by student fees) and/or off site.

Currently everyone, except recently hired TT faculty, need new desktop computers. One by one the monitors and CPUs are failing. In addition to the lab needs stated above, we may need to add a server lab as the Network and Web/Database specializations evolves to meet industry demands.

- C. Describe technology available to department include program delivery location and its adequacy (computers, telecommunications, network systems, multi-media, distance education, security systems, etc.). Describe anticipated needs in the next three to five years.

Again, as this report was finished November 2010, ITAM has over 450 majors and minors. The current Ellensburg Shaw/Smyser Hall, second floor is precluding us from expanding and meeting the market needs with high demand programs.

We have asked the university to provide some additional office space in Shaw/Smyser Hall but the College of Business (who also shares the building) has stated they can't afford to let offices be reassigned to ITAM. In addition, the six ITAM computer labs are also in Shaw/Smyser Hall making it problematic to move the department to a bigger building. Indeed, faculty and computer labs are inextricably required for the curriculum.

Information Technology Services (ITS) provides support in terms of upgrading computer labs, maintaining the computer labs, and maintaining software and networks. Because ITS serves both the support and academic divisions within the university, we often are teaching in labs with equipment that does not function consistently and effectively. This has been exacerbated with the budget cuts. Dozens of cases can be cited when classes were either unable to meet or unable to function effectively because of equipment failures.

Additionally, computer labs used by our students need timely updates. We do not have the labs or equipment in the labs to offer the most current software for our curriculum. Both the Web/Database and Network programs are 1-3 years behind in new software releases. The biggest reason is funding for hardware/software purchases, but also the campus network is not compatible with all the software. Security issues with the network are a big problem for web page development - a dedicate server is needed. For example, our Web/Database program needs cameras- video & still; sound cards & microphones; tablets; color printer(s); tablet monitor for instructor, and 10:9 aspect ratio monitors for students.

We put forth a request this Fall 2010 for the IT Course Fee to be increased to \$25 from \$10 on most IT related courses to help pay for IT related costs (hardware and software). If approved by the Washington State Legislators, this will take effect in 2013.

VI.

Library and Technological Resources by location

- A. Describe general and specific requirements for library resources by program and location that assist in meeting educational and research objectives. Indicate ways in which the present library resources satisfy and do not satisfy these needs. Describe anticipated needs as to the next 5 year period.

Because of the nature of information technology – in terms of both curriculum and skills needed for the workplace – ITAM students do not rely heavily on library resources. The students' timely need for most resources comes from the Internet. Several of our courses, ADMG 385 Business Communication and Report Writing, IT 468 Projects in Database, ADMG 485 Managerial Communication, for example, require research papers. While we encourage students to use the library, many students use the Internet to obtain timely, often full text, information (e.g. Google Scholar, CWU Library Online Databases, etc.). On the Westside (BAS ITAM), ADMG 310 Professional Development students have access to books at the Lynnwood Center.

Faculty most often use CATRAX to obtain research articles for literature reviews.

While our students and faculty do not make heavy use of library resources, we do recognize the importance of excellent library resources for a regional, liberal arts university. This is especially true with the undergraduate research emphasis on campus. It is imperative that the library have the funds necessary to acquire periodicals, indices, and other research needs, including full-text databases.

- B. Describe the information technologies faculty regularly and actively utilize in the classroom. Describe anticipated needs as to the next five year period.

ITAM faculty heavily use and rely on computer labs, classroom multimedia consoles, and the Internet. ITAM will continue to need the newest technology to facilitate the curriculum. In addition, we are currently inextricably tied to the CWU Blackboard Web Enabler. Support is challenged with budget cuts, and we look to migrating to our own web enabler in the future.

- C. Describe technology available to department and its adequacy. Describe anticipated needs as to the next five year period.

As mentioned above, the very nature of our department and curriculum requires students to have access to leading-edge market technology resources. Having the latest software and computers that operate consistently and effectively are not a desire of the students and faculty – but a necessity.

Information Technology Services (ITS) provides support in terms of upgrading computer labs, maintaining the computer labs, and maintaining software and networks. Because ITS serves both the support and academic divisions within the university, we often are teaching in labs with equipment that does not function consistently and effectively. This has been exacerbated with the budget cuts. Dozens of cases can be cited when classes were either unable to meet or unable to function effectively because of equipment failures.

The ITAM Department remains steadfast with the future goal of hiring a technology assistant to maintain labs for our students. We also want to evaluate the need or necessity to maintain our computers on the university network versus developing our own network system for student labs. We did secure a dedicated computer laboratory on the Ellensburg campus, Shaw/Smyser Hall, which we purchased and manage the hardware and software through course fees. In spring 2010, we requested a second dedicated laboratory to meet the high demand of ITAM students but did not receive positive support.

Again, computer labs used by our students need timely updates. The current cycle of updating our labs every four years with new computers is too long of a time period. Not only is the IT industry changing rapidly (certainly some of the curriculum we teach changes over a four-year period), but the computer labs in Shaw-Smyser are used heavily by both our students and students across campus. This heavy use also necessitates a shorter update cycle.

Once the department has completed the above sections, there will be a planned departmental retreat where the last three sections will be discussed. The results of that discussion will be added to the self-study document. These sections are among the most important and will be the basis for academic planning by the department.

Yesterday, Today and Tomorrow: The ITAM Future – The Next Five Years

VII. Analysis of the Review Period

A. What has gone well in the department and the BS and BAS Programs?

- *Explain accomplishments of the past five years.*

The ITAM Department has emerged as a leader on campus and the state with its high demand programs, expert faculty, and strong assessments. Indeed, ITAM is student focused, market driven and quality obsessed. We are driven to build the ITAM Brand!

ITAM's organizational philosophy has been decisive and shared with all on and off campus. We consider ourselves a strategic business unit (SBU) of CWU with a goal to satisfy the needs and wants of students with high demand programs in IT, Retail Management and Technology, Networking Management, and Web and Database Management and Administrative Management.

It's no surprise that we behave like a business with over 450 ITAM majors and minors. We are customer driven. We are poised to grow with the "new" CWU university focus of looking at ROI and innovative business offerings solutions.

"ITAM has established itself! Previously, ITAM was a necessity no one was willing to take on. And now, the department has produced graduates with skills sets useful all across the business and IT world." Brent Weisel, Turning Point Consulting and former CWU Board of Trustees member, CWU Business and ITAM Alum and ITAM Advisory Board Member

Department Specifics

ITAM department offers high-demand programs with unique and competitive program strength. In the past five years, ITAM department has a combined focus on ADMG and IT, emphasizing both the soft/people skills and hard/technical skills needed for ITAM majors to be and remain competitive in the job market. In fact, it has been predicted that IT sectors will be populated with 'versatilists' or 'generalists' - those with a technology background who also know the business sector inside and out. ITAM programs prepare such versatile majors and minors with their unique program offerings and a combination of intellectual and practical skills necessary for their future success and lifelong learning.

Under each program, ITAM offers six (6) distinct specializations over two (2), majors: the BS and BAS including for the BS Web and Database Management, Networking Management, Retail Management and Technology, Administrative Management and for the BAS Information Technology and Administrative Management. This provides prospective students great opportunities to choose the exact area of interest to them. Both BS and BAS programs offered at ITAM are

application oriented and highly practical with real-life examples, practical summer internships and hands-on course projects. Both programs pay close attention to the connection between classroom learning and future career needs by constantly adding new courses or new cutting edge aspects to existing course offerings.

ITAM is also known for providing high-quality customer service to students. ITAM faculty and staff members are customer-oriented. ITAM members are committed to providing high-quality, most up-to-date course offerings as well as right-in-time advising and mentoring services. That includes not only in-class teaching, but also outside-class advising, help, and mentoring. As witnessed by students, ITAM members are readily accessible and are always willing to invest their time and effort in their students' life and study.

Some substantive changes made based on assessment include:

1. Changes in curriculum and programs reflecting the current industry standards for IT and Administrative Management (a annual process),
2. Overhaul and streamline of course offerings and curriculum in majors and minors in anticipation of severe state budget cuts through 2014 (Degree-to-Time Retention and Program Production),
3. Reduction of degree credit numbers for ALL majors and minors to help students remain on task for a four year graduation rate (Degree-to-Time Retention and Program Production),
4. Promotion of a two year course offering plan to help students plan and remain on task for a four-year graduation rate,
5. Creation of a strong, information rich department managed web site backed by full color brochures, flyers, and video,
6. Major restructuring of the ITAM department to be self contained and use no external department courses for its two majors and five minors,
7. Use of a senior exit survey for end of program assessment,
8. The use of the ITAM Advisory Board, with alums, business and industry leaders, as a strategic tool for remaining current and market driven,
9. Elimination of two majors (business and marketing education) and a minor (advertising) to allow department to focus on the core brand,
10. Assessment of the general education IT101 Computer Application course for learner outcomes and future integration of information literacy curriculum,
11. Hiring of five new tenure track and five new year-to-year instructors who are experts in IT and management directly enhancing the curriculum, scholarship and service in the ITAM areas, and
12. Constant updating of hardware and software in the class (course fees) and office to remain relevant and current.
13. Offering of five (5) IT and Management related minors to complement other CWU programs (e.g. College of Business and IT minors, Family Studies Merchandising and Retail Management minor, Communications and Web and Database minor, etc.).

14. Faculty continue to update curriculum to remain current on classes with new software, integrate new equipment, and train to remain current with online learning tools (including assessments) in application's classes.
15. Improving the ITAM Internship experiences and weekly assessments through Blackboard technology and professional development training for Laurie Stehle, ITAM Internship Coordinator.

Solid evidences of program success and accomplishment: constant year-to-year enrollment increase, fast growth especially in the new BAS online program, high acceptance rate of majors in job placement, formal or informal student evaluation and feedback (most but a few SEOI scores meet or exceed college and university averages as well as positive and constructive feedback from senior exit survey and alumni survey).

Specific Programs

BAS ITAM

The expansion of the BAS program to include ADMG-specializing students with non-IT technical two-year educational backgrounds is satisfying strong societal and industry needs. ITAM continues to see increasing numbers of students – and, more importantly, industry workers with two-year non-transferrable degrees – become aware of this program's ability to get them a four-year degree with only two more years of study. This aspect of the program is growing quickly as a result, and graduates take appropriate jobs, often by promotion, even in tough times. The BAS ITAM program offers the IT and ADMG specializations. Other highlights include:

1. Increased enrollment from 6 to over 170 students (and growing!)
2. Developed consistent materials for students
3. Marketed program to community colleges in particular
4. Increased BAS ITAM staff from 2 to 5 +
5. Have graduated 20 + students, most are gainfully employed
6. Created a strong presence for CWU ITAM on the west-side of the Cascade Mountains (Seattle area)
7. Continue to evaluate and implement new coursework to improve student experiences

BS ITAM

1. **Retail Management and Technology (BS RMT) Specialization** The RMT program continues to fill a niche by offering management and technology courses which are beyond the limited fashion and merchandising program (offered by CWU family studies) and the management/marketing program (offered by the CWU College of Business). The curriculum has been enhanced with core management leadership, communications, and IT classes,

with specific specialization courses in principles of retailing, strategic retail management, retail e-commerce, international, and retail technology systems. In 2007, many ITAM courses associated with business and retail management were renamed to RMT (Retail Management and Technology nomenclature) from marketing education (ME), which was associated with marketing high school curriculum and certification. The ME program was moved in 2005 to family and consumer studies and dropped from the department. With budget cuts looming, in 2008, the RMT program dropped its electives (as did all other ITAM specializations), dropped its capstone class in contemporary issues, and moved buying curriculum into the now, capstone course – RMT 467 retail management.

2. **Network Administration and Management (BS IT NAM) Specialization.** The networking specialization continues to be a very high demand area, especially in the areas of messaging services and network security. This unique specialization offers both technical and leadership skills to meet industry demands. The networking administration and management area has three strong faculty members dedicated to building this brand: Drs. David Rawlinson, Fen Wang and Chet Claar.
3. **Web and Database Administration and Management (BS IT WDAM) Specialization.** The web and database area also continues to grow with students leaving programs in communications and computer science to prepare for this high demand area. Instructors are experts in the web/database fields, but no TT are assigned to this area, a weakness.
4. **Administrative Management (BS ADMG) Specialization.** The faculty have been looking at reducing redundancy within the ADMG courses to better streamline the curriculum and allow room for additional assignments. Based on yearly assessment, revised curriculum is emerging.

- ***How have accomplishments been supported through external and internal resources?***
- CWU is facing severe budget cuts with little relief through 2014. However, ITAM has been recognized on campus as a strong marketing piece and for filling high demand student and industry needs. Throughout the university financial support and administrative support has been limited but positive.
- As one of the pioneer departments that offer online and hybrid courses, ITAM faculty members rely heavily on the technologies and teaching tools provided at Central such as the Blackboard and Elluminate to offer online or hybrid course offerings and software packages such as CS4 (Dreamweaver, Fireworks, Flash, etc.) Oracle, PHP, MS Project for IT related course offerings. Innovative technology is especially helpful to build and expand the online BAS program as the course offerings and advising are mostly conducted using virtual technologies (e.g. e-mail, SKYPE, Blackboard, etc.). Some ITAM faculty members also made good use of the Faculty development grants to develop new online courses to enhance the current program offerings.

- ITAM faculty members also cherish both the internal (departmental) and external (college and university) funding support to be able to participate in local and national conferences. Many members of ITAM serve prominent roles in regional, national and international professional organizations and have delivered research papers and invited presentations at prominent international conferences and venues. Such research and professional development effort allows ITAM faculty members to bring a highly practical perspective to teaching and tutoring and thus greatly benefit ITAM students.
- Overall, upgrades to new hardware and software have been supported by CWU ITS, the operational IT support for the university and, externally, for the computer application classes, publishers have supplied the department with new software to keep faculty up to date on assessment. CWU ITS has done its best to support ITAM's hardware and software needs, although this campus unit is also facing budget challenges which impact the department.
- The BAS ITAM program works closely with a growing number of community colleges, giving both the two-year graduates an easy-to-follow path forward in their education and bringing together the partners' college students who need basic skills and general education courses. This symbiotic relationship is possible because CWU does not offer locally the courses the college does offer, while CWU assures that the courses necessary to the program that are not offered by the college are offered locally or online.
- The BAS ITAM has strong support by the department faculty and university leaders: Dr. Wayne Quick, Provost, Dr. Tracy Pellett, VP for Undergraduate Studies, Dr. Connie Lambert, Dean, CEPS, Dr. Ethan Bergman, Associate Dean, CEPS, General Education programs, Margaret Badgley, Continuing Education Centers Operations, and many state community colleges. Two years ago the university supported the BAS ITAM with two new TT hires and a third non-TT hire on the Westside of the state.
- **The Retail Management and Technology (BS RMT) specialization** has benefited from internal and external resources. Internally, over 30 RMT students have participated in the CWU SOURCE program highlighting their retail IT research. Two groups have won *Best in College SOURCE* awards. Externally, the Specialization has gained strong support from major retailers such as Target, Nordstrom, and local central Washington retailers. It's a member of the National Retail Federation (NRF) and National Center for Women in Technology. It has representation on the ITAM advisory board. RMT students have no problems securing internships.
- **The Network Administration and Management (BS IT NAM) specialization** has benefited from the external \$10 course fees on select courses which support a dedicated ITAM Apple iMac computer lab for networking students. Dr. David Rawlinson is responsible for maintaining the

lab. Based on the past yearly reports, ITAM is asking the State Legislators for an increase of \$25 from \$10 to cover the exponential costs of hardware and software.

- **The Administrative Management (BS ADMG) specialization** has greatly improved with the additional new hires of Drs. Bob Trumpy and Hideki Takei. Along with other ITAM faculty, the ITAM team has continue to build a strong specialization meeting industry demand with students looking to take employment in entry level management jobs with IT skills.

B. What challenges exist for the department and the BS and BAS Programs?

1. Explain major challenges of the past five years.

The ITAM department has been operating in a high demand, fast growing market with unprecedented funding challenges. The faculty have looked to CWU leadership to reallocate resources to ITAM from other ineffective programs to help build the brand and capture strong state FTE.

“I see two major challenges in the foreseeable future: funding and evolution. It appears as though the budget situation for higher education is not getting any better in WA and that will trickle down to the ITAM department. The evolution challenge is a risk all departments dealing with IT are exposed to. In a field where the marketplace demands the latest and greatest technology, the ITAM department is forced to continually reassess the value of its products and make changes to adapt to the marketplace.” Brent Weisel, Turning Point Consulting and former CWU Board of Trustees member, CWU Business and ITAM Alum and ITAM Advisory Board Member

1. **Office space and staffing issues** are among the department’s greatest concern and challenge especially with the fast growth of its programs in recent years. The vitality and fast growth of both BS and BAS programs has raised questions regarding the necessity of having additional office space and instructors to better meet the increasing needs and demand.
2. **Short on operations support with administrative assistant personnel.** In 2009, Associate Dean Ethan Bergman, CEPS, calculated the FTE versus administrative assistant help for ITAM, and identified that ITAM was short by .5 FTE. A position request was submitted and held up at the Provost’s level. ITAM is in great need of a second administrative assistant to help meet the high growth of the brand. ITAM has actually grown in terms of FTE and personnel since this calculation. As of November 21, 2010, we have approval to fill this .5 FTE position.

3. **Technical support** from ITS is not always readily available for the department's unique course needs. Timely and customized technical support is necessary in keeping IT courses up to date with new technology advancement.
4. **Software** is never up to date with the current software available. This is caused by a lack of funding.
5. A rare, but significant, perception of ITAM faculty as being **periodically rigid/not open** to inquiry related to assignments, grading, etc.
6. Another challenge is providing students in the applications classes with activities that require **creativity and higher-level thinking skills**.
7. The **BAS ITAM expansion** requires more-than-fully dedicated personnel for success. Release time and training for program coordinators and/or directors is necessary in both the north (Everett and Lynnwood Centers) and south area (Des Moines). Each center requires teaching, advising, coordinating with the main department personnel half a state away, developing marketing materials and curriculum, and working to expand the program to other high demand markets (other community college sites). The relationship between management of the university centers and the program has been healthy, but only because very sensitive leaders in both arenas make sure everyone's needs are met. The greatest growth opportunity is the BAS ITAM 100% Online Administrative Management program which needs more resources to expand and meet the high growth markets. Overall, more time, resources, and energy needs to be dedicated to the BAS ITAM high demand programs. **Need three (3) permanent BAS ITAM tenure track faculty.**

The plan to address the personnel challenges are to 1) fill the vacant BAS ITAM director's position with a permanent member from ITAM Ellensburg Campus, 2) secure a BAS ITAM 100% Online Program Coordinator a permanent member from ITAM Ellensburg Campus, and secure a BAS ITAM Westside Program Coordinator with a Center's year-to-year instructor.

8. The **Retail Management and Technology (BS RMT)** specialization continues to struggle on grants and/or funding for retail technology equipment (applied for grants but not funded). With budget cuts, faculty are not afforded the opportunities to travel to national retail technology conferences (e.g. NRF in New York) and Seattle based retailers (e.g. Amazon, Nordstrom, Starbucks, Yahoo, etc.).
9. The **Web and Database Administration and Management (BS IT WDAM) specialization** continues to struggle to secure timely and updated software (e.g. CS5, Cold Fusion, etc.) The CWU ITS is actively seeking solutions but acknowledges with budget cuts, the priorities have changed on classroom curriculum support.
10. The **Administrative Management (BS ADMG) specialization** faculty have been looking at reducing redundancy within the ADMG courses to better streamline the curriculum and allow room for additional assignments. Students and alumni have voiced their concern in some courses.

2. List likely causes of each challenge as supported by documented evidence.

Limited budget, resources from university and technical support from ITS. Besides funding being the biggest problem, hardware decisions are made without looking at curriculum development or getting input from the instructors. ITAM faculty realize that timely support for upgrades is a challenge.

Large class sizes and a lack of grading assistants prohibit faculty from assigning more creative, individualized projects that require higher-level thinking skills.

C. What past recommendations from the previous program review have been implemented?

1. How has each recommendation been implemented and how have the department and degree programs been impacted?

The following recommendations are based on the 2005 ITAM self-study and the report from the external reviewer:

Dean Bowers, CEPS, Recommendations 2005 Report	Successful Results
The department needs to begin work immediately on assessment of their programs and students both in terms of entry to the major and end of program assessment. There is no data to demonstrate what students have learned in their program.	ITAM developed an Assessment Matrix table as a guide to maintain consistent assessment (see page 16). Areas now assessed include Student Evaluation of Instruction Forms (SEOI), Exit Questionnaire, Focus Group, Advisory Board, Student Learner Outcomes Data (<i>14 Specific Outcomes</i>), Alumni Questionnaire, and Yearly CWU Assessment Feedback Reports.
There is a critical need to establish an end of program assessment for curriculum and students. Faculty should consider a capstone course that students take at the end of their program and which the students will demonstrate having met the standards established by the faculty. Other options include requiring a student portfolio, a major field assessment test, or using data gathered through the students' internships. It is then critical that the faculty use the	ITAM developed an Assessment Matrix table as a guide to maintain consistent assessment (see page 16). Areas now assessed include Student Evaluation of Instruction Forms (SEOI), Exit Questionnaire, Focus Group, Advisory Board, Student Learner Outcomes Data (<i>14 Specific Outcomes</i>), Alumni Questionnaire, and Yearly CWU Assessment Feedback Reports.

<p>data gather through the end of program assessment to feed back into curricular, personnel, and resource decisions.</p>	<p>We have also defined four capstone classes, one for each specialization to allow for better “end of program” assessment. Implementation Fall 2013.</p> <p>We also have fully developed our Internship curriculum to include specific assessment areas built in to each weekly assignment as well as multiple assessment satisfaction surveys (employers and students).</p>
<p>The department should work with the CEPS Dean and CEPS Development Officer to establish an Advisory Council made up of faculty, alumni and professionals in the information technology field. The council will advise concerning the curriculum, advancements in the industry and employer needs. This advisory council can also assist the department in the development field to bring in additional resources such as in-kind gifts or monetary awards. There are several models of effective advisory councils at the university including the teacher education professional advisory boards.</p>	<p>The Information Technology and Administrative Management (ITAM) Advisory Board was established in Fall 2008 to provide leadership, direction, and support to the constituencies ITAM department serves. It provides a link to those individuals and organizations with the resources, knowledge, and contacts ITAM department needs to achieve its objectives and fulfill its mission of maintaining currency and relevancy, and best serving the students. The ITAM Advisory Board has been a strong advocate for the ITAM programs and curriculum. Both the BS and BAS program share the ITAM advisory board with meeting locations on the Westside and Ellensburg. Four members of the new board are BAS ITAM focused.</p>
<p>The faculty should conduct a curriculum review with focus on the specializations and minors. The data on pages 30-32 of the self-study demonstrate the need to focus on a limited number of majors, minors and specializations. There appears to be too many specializations and minors without the student enrollments needed to support the programs. The outside evaluator specifically mentions reviewing advertising and fashion merchandising as possible outliers for a strong information technology program. As a part of this curriculum analysis, the department needs to align their specializations with their current instructional resources using the strengths of their faculty to create a limited number of student options.</p>	<p>ITAM faculty have aggressively built its core brand while dropping those areas not essential to our missing.</p> <ul style="list-style-type: none"> • <u>Bachelor of Science in Business Education.</u> Major dropped and faculty transferred to CTE and Education Departments in 2005. • <u>Bachelor of Science in Marketing Education.</u> Major dropped and faculty transferred to CTE and Education Departments in 2005. • <u>Fashion Merchandising Major.</u> Management and advising of program moved to Consumer and Family Studies department in 2005. • <u>Advertising Minor.</u> Dropped in 2005.
<p>Two specific curricular recommendations include reviewing IT 101 and other lower division courses to ascertain that there is no unnecessary duplication. Second, faculty need to under take an examination of a broader interdisciplinary approach to their programs, possibly using course work from other</p>	<p>ITAM faculty, with leadership from the advisory board, has been aggressive in building its core brand with review and revision of ALL curriculum. Results include:</p> <ul style="list-style-type: none"> • Changes in curriculum and programs

<p>departments to augment their own curriculum. Specifically mentioned was the need for students to learn the software, Photoshop, as a part of the information technology curriculum.</p>	<p>reflecting the current industry standards for IT and Administrative Management (an annual process),</p> <ul style="list-style-type: none"> • Overhaul of course offerings and curriculum in majors and minors to be streamlined in anticipation of severe state budget cuts through 2014 (Degree-to-Time Retention and Program Production), • Reduction of degree credit numbers for ALL majors and minors to help students remain on task for a four year graduation rate (Degree-to-Time Retention and Program Production), • Promoting a two year course offering plan to help students plan and remain on task for a four-year graduation rate, • Restructuring of ITAM department to be <u>self contained</u> and use <u>no external department courses</u> for its programs, and • Assessing the general education IT101 Computer Application course for learner outcomes and future integration of information literacy curriculum.
<p>General Education is an area of both strength and challenge for the department. Currently the ITAM department is responsible for offering one course in the basic skills section of the general education program and the computer science department offers another choice in the same section. The recommendation is that the ITAM department take the leadership in information literacy and, working with the computer science faculty, develop standards for information literacy within the basic skills section of the general education program. Additionally, a method for students to challenge the competencies taught in these courses should be established.</p>	<p>ITAM will continue to offer the high demand IT101 Computer Applications course. The department plans to increase the credits from 3 to 4 credits to accommodate a credit of Information Literacy. Conversations took place with Dr. Tracy Pellett, AVP Undergraduate Studies, in Spring 2010 to add one credit of information literacy.</p> <p>ITAM also assesses the general education IT101 Computer Application course for learner outcomes and future integration of information literacy curriculum,</p>
<p>Faculty involvement in scholarship needs to reflect the information technology field.</p>	<p>ITAM has added strong IT Management professionals to its faculty who are dedicated to the IT and Management fields in both service and scholarship. The last five new hires are strong researchers in IT and Management! See faculty CVs in this report.</p>

2. Which recommendations were not implemented and why?

We are finalizing one area of assessment not measured this year.
“Successful performance in capstone courses with an earned grade of B- or better.”

- D. Make a comparison between the last program review and where the department is now.
 1. How have the advances been supported (e.g., internal and external resources)?

ITAM has continue to build its core brand with support from the university and the state.
 2. Are there still outstanding, unmet needs/challenges from the last program review? What has the department done to meet these challenges? No.

VIII. Future directions

- A. *Describe the department’s aspirations for the next three to five years.*

The ITAM Faculty met with the ITAM Advisory Board on November 9, 2010 to review the draft Five Year Program Review and discuss the next 3-5 years. The following quote captures the ITAM brand offering and how the ITAM niche is positioned well for the future.

“... I think you and your team have created a very innovative and dynamic program that does a great job in helping fulfill the needs of students, the demands of employers and industry, and at the same time helps strengthen the University.” Curt Langfelder, PACCAR, BAS ITAM Alum and ITAM Advisory Board Member

Specific Aspirations for the next three (3) to five (5) years are:

1. Continue **offering high demand programs combining IT and Management** curriculum. For example, the ITAM faculty recognized early on that students need accounting and finance for IT management students. We developed the ADMG 302 Financial Management for IT course for ITAM majors only!

“There is a strong continuing need for both IT and ADMG. Within our organizations there are so many who are coming up on retirement whose accountabilities must then be covered by new hires. More of these are positions that can best be filled by graduates in administrative management. But also note that there is strong financial pressure in a declining budget environment to find people capable of taking on multiple responsibilities. If we can only hire one person to replace two, we have to have a person who understands both how to do IT and how to work with the business.” Patricia Daniels, Highline CC IT Manager, BAS ITAM Alum and ITAM Advisory Board Member

“IT organizations are being brought closer to the business these days. Techies must be able to present to upper management as well, and be capable of justifying their projects with business cases. While it’s true that we need people with multiple strengths, it’s interesting that on the technical side we are requiring so much expertise that people need to specialize – in disaster recovery / business continuity, in database administration, in server configuration, in aspects of network management. Nevertheless, we need the soft skills as much as the technical – so we need both technical depth and communications breadth.” Curt Langfelder, PACCAR, BAS ITAM Alum and ITAM Advisory Board Member

2. Continue to promote soft skills with IT areas, looking at **transferable skills such as critical thinking, communications, problem solving** rather than specific software/hardware related curriculum.

“Flexibility is important. Applications change frequently. Students need to know how to research or find answers for themselves. Students need transferable skills to figure out the latest and greatest in software releases.” Aaron Scott, ConAgra Foods Lamb Weston, BS ITAM Alum and ITAM Advisory Board Member

3. Review and develop plan to address **space challenges on the Ellensburg Campus**, Shaw/Smyser Hall. Office space and staffing issues are among the department’s greatest concern and challenge especially with the fast growth of its programs in recent years. The vitality and fast growth of both BS and BAS programs has raised questions regarding the necessity of having additional office space and instructors to better meet the increasing needs and demand. Look to secure **eight (8) additional offices in Shaw/Smyser Hall**, one (1) additional **dedicated Shaw/Smyser Hall computer lab**, maintain/upgrade current Shaw/Smyser Hall computer labs.
4. Hire two (2) **TT faculty** for the BS program and three (3) **TT faculty** for the BAS program to help meet the high growth demand. The goal of 110 additional FTE (70 BAS and 40 BS) over the next three years will generate an

additional \$550,000 dollars to cover the positions and support administrative assistants.

5. Hire one (1) permanent **technical support person** (similar to those technicians in Computer Science and College of Business) to help manage ITAM computer labs.
6. Hire a **second fulltime administrative assistant** to help manage high growth operations. Based on ITAM FTE calculations and human resources.
7. Expanding the **international focus** of the ITAM programs. More funding for scholarships to study abroad and international internship opportunities are highly desirable to ITAM students for the practical training, self-discovery, and building resumes.
8. **Programmatic improvements** were desired such as a capstone course or a comprehensive exam for the program that integrates and assesses learning effectiveness from an array of relevant courses in a specific ITAM specialization area. Implementation date of 2013.

“Does the department offer a capstone class that is like a senior project that ties together the different degree aspects like project management, web applications, and IT?” Michael Batali, Yakima CC IT Professor, BS ITAM Alum and ITAM Advisory Board Member

9. Preparation for relevant **industry certifications** (not necessarily an entire course for a certificate, but can include the preparation and training into part of the course offering. Such opportunity can potentially further increase enrollment and FTEs.
10. Offer flexible **hot topic courses** to introduce the most cutting edge new technology or trend in a specific ITAM specialization area. The specific techniques, content, and packages used will be updated swiftly in accordance with the current trends in practice.

“While all software available cannot be taught to the students, perhaps at least demonstrating the use of some of the others like Open Office, Linex, and virtualization would help students gain the transferable skills. Some classes may need to be reconfigured to accomplish this.” Aaron Scott, IT Manager, ConAgra Foods Lamb Weston, BS ITAM Alum and ITAM Advisory Board Member

11. Research the feasibility for a high demand ITAM MS graduate program.

“Is the department considering an MS program in ITAM? This seems like a logical growth opportunity, both for individual students and for the

department.” Curt Langfelder, PACCAR, BAS ITAM Alum and ITAM Advisory Board Member

12. Continue offering the **high demand IT101 Computer Applications** course. The department plans to increase the credits from 3 to 4 credits to accommodate a credit of Information Literacy.
13. Continue offering the **high demand ADMG 385 Business Communication and Report Writing** courses to meet other department needs.
14. Work with CWU ITS to further develop a **strong working relationship** in software and hardware needs for ITAM and the university. The university IT operational support is inextricably tied to ITAM, and vice a versa. **Look at feasibility of hiring a part-time tech support person in ITAM computer labs!**
15. To continue **revising and updating the curriculum** to remain current, offering students the most current curriculum as we prepare them for IT management jobs..

“Business management is trying to get IT involved in the business. We need people who can speak both languages. We at PACCAR think your curriculum is perfect right now to produce people for entry-level positions.”
Paul Knorr, PACCAR, ITAM Advisory Board Member

16. **Increase communication** to internal and external counselors. Recruiters from CWU do not know about the ITAM program. They could assist in marketing to high school students. There could be a bridging program for those students not accepted to CWU where they are conditionally accepting to the major and given extra mentoring to succeed. To build a relationship/partnership with community colleges requires communication and the sharing of resources.
17. Secure funds and hire quality student workers for **instructor grading support**.
18. **Create new funding revenue streams** such as grants, alumni corporate donations and continuing education course offerings (Ledger II dollars).

“What about the current funding challenge? E.g. the school of business goes out to raise scholarship funds from industry, and grants.” Brent Weisel, Turning Point Consulting and former CWU Board of Trustees member, CWU Business and ITAM Alum and ITAM Advisory Board Member

19. **The BAS ITAM program shows no signs of saturating the need expressed by the huge base of two-year applied degree holders.** By continuing outreach and the quality education culminating in a highly useful BAS ITAM degree, in three to five years one could expect this educational path to be widely recognized as strong career option at community colleges across

Washington, and to be widely emulated by other four-year institutions, such as Bellevue College and the state's other universities.

20. To facilitate that development, the CWU BAS ITAM program could package up its expertise in terms of curriculum, courseware, and successful technique, to offer at these potentially competing institutions. The goal would be a statewide structure of cooperation that leverages Internet 2.0 to give a consistent level of quality at less support cost, pleasing both students and taxpayers in the new economy. Other specific areas include:
 1. Continue to develop the BAS ITAM brand and market share, especially the 100% Online Administrative Management program.
 2. Offer the BAS ITAM IT Specialization program also as a 100% Online major in conjunction with the established BAS ITAM ADMG 100% Online Specialization.
 3. Increase live class offerings on the west side, including opportunities for live courses in the computer labs at each locations
 4. Increase faculty by three (3) tenure track for consistency in course offering and advising.
 5. Organizational structure and operations. The plan to address the personnel challenges are to 1) fill the vacant BAS ITAM director's position with a permanent member from ITAM Ellensburg Campus, 2) secure a BAS ITAM 100% Online Program Coordinator a permanent member from ITAM Ellensburg Campus though TT or T release time, and secure a BAS ITAM Westside Program Coordinator at the centers with current BAS ITAM year-to year instructor.
 6. Provide additional opportunity for an ITAM representative to regularly visit community colleges and promote the BAS-ITAM program
21. The BS ITAM program continues to offer high demand curriculum at the Ellensburg campus filling a gap in higher education: combining IT and management. Other specific areas include:
 - Continue to develop the BS ITAM brand and market share,
 - Increase faculty by two (2) tenure track for consistency in course offering and advising.
 - Provide additional opportunity for an ITAM representative to regularly visit community colleges and promote the BAS-ITAM program
 - **The Retail Management and Technology (BS RMT)** specialization looks to more granted funded programs to maintain currency with retail technology and training for faculty in these technological tools (e.g. CRM, mobile retail applications, social media retailing, technology in small businesses, RFID chip for distribution and inventory, etc.). The RMT Minor will be offered completely 100% online starting in summer 2011, with hopes of yearly offerings. Strategic growth opportunity for summer revenue. In the next three to

five years, it is also a goal to offer the RMT specialization as a completely 100% online program. ITAM also plans to join state and national organizations to help build the sub-brand, stay current, and expand its internship opportunities.

- **The Web and Database Administration and Management (BS IT WDAM) specialization** will benefit from one of the proposed new TT hires to secure a permanent faculty line dedicated to the web and database areas.
- **The Administrative Management (BS ADMG) specialization** faculty will continue looking at ADMG course overlap and redundancy. Continue to develop the Administrative Management 100% Online minor to complement other programs of Study on campus. Strategic growth opportunity for summer revenue.
- **The Network Administration and Management (BS IT NAM) specialization** has been assessed by ITAM alumni who suggest that this program requires more current and relevant curriculum. ITAM networking faculty will perform a program review on the current curriculum to identify areas for improvement.

B. In this context, describe ways the department or unit plans to increase quality, quantity, productivity, and efficiency as a whole and for each program. Provide evidence that supports the promise for outstanding performance.

1. **Flexible course delivery methods:** ITAM is among the pioneers of online teaching at Central. We could build on that and further increase our course delivery flexibility. While doing that, we need to ensure consistent quality level with both online and traditional course offerings.
2. More collaboration between professors teaching the same or related courses to ensure **consistency and continuity**, or coordinated learning paths, with in a specific ITAM specialization area. Drs. Lori Braunstein and Bob Trumpy have set very good examples on this aspect on the ADMG side of the majors. We could perform similar analysis and cooperation on the IT side regarding certain related courses. Additional opportunities would be joint field trips with ADMG 371, ADMG 372, and ADMG 310 courses. Going to the same place with different focuses from the three courses may provide a highly integrated learning environment to all students.
3. Keep **course offerings up to date** with technology advancement. Update and revise some existing course offerings in the future to include emerging technologies. Shape our course offering with unique focus on customer-driven and application-oriented design and development.
4. More involvement with the **ITAM Advisory Board** at the classroom level as guest speakers and internship opportunities.
5. To continue developing and promoting curriculum that **builds critical thinking skills**.

6. To continue **revising and updating the curriculum** to remain current offering students the most current curriculum.
7. Secure funds and hire quality student workers for **instructor grading support**.
8. Secure **most current software and hardware** for faculty and students.
9. Fully develop the Administrative Management and Retail Management and Technology minors into **100% online programs**. Strategic growth opportunity for summer revenue.

C. What specific resources would the department need to pursue these future directions?

1. Secure **sufficient office space and staffing** to ensure course/advising availability so that students can graduate in a timely manner. Look to secure eight (8) additional offices in Shaw/Smyser Hall, one (1) additional dedicated Shaw/Smyser Hall computer lab, maintain/upgrade current Shaw/Smyser Hall computer labs.
2. Hire three (3) **additional TT faculty** for the BAS ITAM and two (2) **additional TT faculty** for the BS ITAM to help meet the high growth demand. The goal of 110 additional FTE (70 BAS and 40 BS) over the next three years will generate an additional \$550,000 dollars to cover the positions and support administrative assistants.
3. **BAS ITAM growth plan** - Organizational structure and operations. The plan to address the personnel challenges are to 1) fill the vacant BAS ITAM director's position with a permanent member from ITAM Ellensburg Campus, 2) secure a BAS ITAM 100% Online Program Coordinator a permanent member from ITAM Ellensburg Campus though TT or T release time, and secure a BAS ITAM Westside Program Coordinator at the centers with current BAS ITAM year-to year instructor.
4. Develop the three final BAS ITAM IT Specialization courses to online delivery. Offer in fall 2011 the **BAS ITAM IT Specialization 100% Online** in conjunction with the established BAS ITAM ADMG 100% Online Specialization.
5. Hire one (1) permanent **technical support person** (similar to those technicians in Computer Science and College of Business) to help manage ITAM computer labs.
6. Hire a **second fulltime administrative assistant** to help manage high growth operations. Based on ITAM FTE calculations and human resources.
7. Work closely with ITS to create **synergy in hardware and software** procurement and offerings.

8. Need more **customized and readily available IT support**. e.g., dedicated computer labs with support specialists would make it more efficient and effective in creating, updating, and supporting web and database course offerings.
9. Secure **development funds** to support faculty member professional development and growth. Additional funds were desirable to support international interns, to invite special speakers from industry, and to purchase new versions of academic software packages.
10. Secure **development funds** to support faculty creating new 100% online classes for the BAS ITAM IT Specialization, Retail Management minor and BAS ITAM electives.
11. Secure state money from the university for the high demand IT101 Computer Applications courses which is planned to move to 4 credits from 3 credits to accommodate a credit of **Information Literacy**.
12. Secure state money from the university for the **high demand ADMG 385 Business Communication and Report Writing course** to meet other department needs.
13. Support of general education offerings, especially those 100% online. Students in the BAS ITAM need access to 4-6 general education courses a quarter to complete their 40 hours of general education requirements. These basic skills courses for BAS-ITAM students need to remain with CWU (FTE) instead of sending students back to the community college to pick up basic skills courses.
14. Work through CWU leaders especially CEPS Dean Connie Lambert, Undergraduate Programs AVP Dr. Tracy Pellett and Continuing Education Centers Operations Margaret Badgley to recruit and train additional staff at centers for BAS operations support.
15. Need to find additional grants and resources to promote this program and to build it for sustainability in the future.
16. The **Retail Management and Technology (BS RMT)** specialization looks to integrate, through grant resources, more retail technology in the labs for student preparation of the retail management world and training for faculty in these technological tools (e.g. CRM, mobile retail applications, social media retailing, technology in small businesses, RFID chip for distribution and inventory, etc.).

D. What do you want us know that is not included in this self-study.

BAS Program

The ITAM faculty are dedicated and eager to see the BAS ITAM major/program continue to succeed and grow. Our students have other options in the Puget Sound area and select this program because it best meets their needs and expectations.

This **IS** a dynamic program that offers students experience in both management and IT coursework, **creating students that can compete in a demanding, technologically advanced, and changing workforce.**

TABLES APPENDED

Table 1. (Section I, F.)
2010-15 Assessment Preparation Plan

Table 4 (Section II, 3.b.)
CWU ITAM Student Learning Outcome Assessment Plan Preparation Form

Table 5 (Section III)
Tenured and Tenure-track ITAM Faculty Profile

Appendices

Appendix A. Faculty Vitas

Appendix B. SEOI Form

Appendix C. Performance Standards

Appendix D. Alumni Survey Results

Appendix E. Program Goal 1. 2008-09 and 2009-10 Course Assessments

Appendix F. Program Goal 1. 2008-09 and 2009-10 Planning Matrix

Appendix G. IT 101 Computer Applications Assessment

Table 1 (Section I, F.)
2010-2015 CWU ITAM Department/Program Assessment Plan Preparation Form

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be)
1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide for an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. 2. Provide for an outstanding academic and student life at the university centers.	a. Completion of pre-admission courses with a C- or better prior to completion of 30 credits earned in the major. b. Successful performance in capstone courses with an earned grade of B- or better. c. Successful participation in internships. d. Demonstration of knowledge in the Student Learner Outcomes.	a. Students b. Students c. Students and employers d. Students	a. Fall, Winter, Spring; pre-entry to major b. Fall, Winter, Spring c. Summer d. Fall, Winter, Spring in capstone courses; exit to major.	a. ___ of students will meet this standard prior to completion of 30 credits earned in major. b. ___ of students will earn a B- or better in the capstone courses. c. 100% (N=28) of students will receive mean scores of 3 or higher in each category of their employer evaluation. d. ___ of students will score 75% or better on exit exam.
2. Faculty will provide outstanding curriculum, programs, and advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.	1. Provide for an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. 2. Provide for an outstanding academic and student life at the university centers. 3. Achieve regional and national prominence for the university.	a. Yearly curriculum retreat b. Accomplishments of Student Advisory Council c. Progress toward ABET Accreditation d. Accomplishments of ITAM Advisory Council e. Advising meetings with students at 75 credits and 115 credits f. Demonstrate high quality courses g. Relevant and current curriculum h. Senior Exit Survey I. Focus Groups representing the BS and BAS junior and senior students.	a. Faculty b. Student Advisory Council c. Department d. ITAM Advisory Board e. Faculty f. Faculty g. Faculty h. Faculty I. Associate Dean or designated person	a. Yearly b. Yearly c. Yearly d. Yearly e. Yearly f. Quarterly and Yearly g. Yearly h. Quarterly, with Yearly review I. Yearly in Spring	a. 100% participation of faculty. b. Student Advisory Council will convene and meet a minimum of once twice per AY to discuss curriculum and other issues. c. Fund 3 faculty participants in ABET Assessment workshop. d. ITAM Advisory Committee will convene and meet a minimum of twice yearly to discuss curriculum and other issues. e. 90% of students meet with advisor at 75 credits and 115 credits. f. SEOs at or above the college and university means for question #28 and #29. g. All syllabi reviewed, revised, and posted on ITAM web site h. 30 percent of graduating Seniors Surveyed I. Conducted Yearly in Spring
3. Department will recruit and retain qualified faculty.	1. Provide for an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. 2. Provide for an outstanding academic and student life at the university centers.	a. Recruitment plan for hiring diverse populations b. Retention of faculty who meet ITAM, CEPS, and CWU criteria of teaching, scholarship, and service c. Participation in faculty development	a. Faculty b. Faculty c. Faculty	a. Search process b. Yearly Activity Report c. Yearly Activity Report	a. Recruitment pools will meet CWU diversity goals maintained by OEO. b. At least 50% of FTEF will be tenure-track or tenured. c. 100% of all full-time faculty will participate in at least one professional development activity.

	3. Recruit and retain a diverse and highly qualified faculty to develop and sustain prominent programs.	3. Achieve regional and national prominence for the university.				
4. Department will strengthen partnerships with industry, professional groups, and alumni.	4. Build mutually beneficial partnerships with alumni, industry, professional groups, institutions, and the communities surrounding our campus locations.	1. Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campus communities. 2. Achieve regional and national prominence for the university.	a. Accomplishments of BS and BAS ITAM Advisory Board b. Sponsorship of industry, professional, or development workshop c. Maintenance of internship relationships with employers d. Alumni participation in program e. Database of ITAM alumni f. Professional membership in organizations	a. ITAM Advisory Committee b. Department Committee c. Department d. Alumni e. Database f. Faculty g. BAS-ITAM Advisory Committee	a. Spring b. Spring c. Fall, Winter d. Spring e. Yearly f. Yearly g. Yearly	a. BS and BAS ITAM Advisory Committee will convene and meet a minimum of twice yearly to discuss curriculum and other issues. b. Department will support a minimum of one industry, professional, or development workshop. c. Thank you letters in Fall to employers of previous-summer internships; follow-up letters in Winter encouraging employer participation for upcoming summer internships. d. At least four alumni will participate in ITAM programs. e. Develop database and begin populating in Spring 2008. f. Tenure and tenure-track faculty will belong to a minimum of one professional organization germane to their area of teaching, scholarship, and/or service.
5. Department will support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.	5. Provide professional, high-quality staffing, facilities, technologies, and appropriate resources to ensure the highest levels of academic and professional development.	1. Strengthen and further diversify our funding base to support academic and student progress. 2. Achieve regional and national prominence for the university.	a. Grant preparation to achieve regional prominence b. Course fees are reinvested into technology resources for faculty and students	a. Faculty b. Department Chair	a. Spring b. Spring	a. Develop plan to prepare a grant. b. 85% of funds will be allocated over a 3-year period.

Appendix A
Table 5 (Section III)
Tenured and Tenure-track ITAM Faculty Profile

The tenure and tenure-track faculty:

Professor

- **Lori A. Braunstein** (Ph.D., Utah State University), Information Technology and Administrative Management
- **Robert A. Lupton** (Ph.D., Colorado State University), Department Chair and Retail Management Technology

Associate Professor

- **David Rawlinson** (J.D. South Texas College of Law), Information Technology

Assistant Professors

- **Christine Bernadas** (Ph.D., Texas A&M International University), Information Technology and Administrative Management
- **Chester Claar** (Ph.D., Utah State University), Information Technology
- **Natalie A. Lupton** (Ph.D., University of Nebraska – Lincoln) Retail Management Technology and Administrative Management
- **Hideki Takei** (D.B.A., Southern New Hampshire University), Administrative Management and Retail Management Technology
- **Robert Trumpy** (Ed.D., LMHC, LCSW, Seattle University) Administrative Management
- **Fen Wang** (Ph.D., University of Maryland), Information Technology

The year-to-year contract faculty:

- **Yvonne Alder**, Lecturer (B.A., Central Washington University), Information Technology and Administrative Management
- **Brandi Carter**, Lecturer (M.B.A., Washington State University), Information Technology
- **John Durham**, Lecturer (M.A., Central Washington University), Information Technology and Administrative Management
- **Terry Linkletter**, Lecturer (M.S., University of Wisconsin), Information Technology and Administrative Management
- **Mary Minor**, Lecturer (B.A., Central Washington University), Information Technology
- **Amy Perry**, Lecturer (M.Ed., Central Washington University), Information Technology
- **Angela Unruh**, Lecturer (M.B.A., University of Montana), Information Technology
- **Chuck Wahle**, Lecturer (M.Ed., Central Washington University), Information Technology

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EDUCATION

Ph.D. Utah State University, 1999 Business Information Systems and Education
Dissertation Topic: Employer Benefits of and Attitudes Toward Postsecondary
Cooperative Education.

M.B.A. Delta State University, 1984

B.B.A. Washburn University, 1983

UNIVERSITY-LEVEL EXPERIENCE

Chair, Information Technology and Administrative Management, 2004-2008

Professor, Central Washington University, 2005-present

Associate Professor, Central Washington University, 2001-2004

Assistant Professor, Central Washington University, 1998-2001

Adjunct Instructor, Central Washington University, 1993-1996, 1997-1998

Prepare and deliver lectures and activities that incorporate technologies such as Blackboard, computer software, multimedia slide presentations, Internet, and collaborative software; design assessments; and evaluate student progress for the following courses:

- Business Communication
- Principles of Retailing
- Principles of Advertising
- Business Presentations
- Organizational Management
- Organizational Development
- Database Enterprise Systems
- Desktop Publishing
- Contemporary Issues in ADMG
- Computer Applications
- Database Management
- Projects in Database
- Administrative Management
- Human Resource Management
- Introduction to Business
- Database and the Web
- Small Business Consulting
- Computer Applications

Student Teacher Supervisor, Utah State University, 1996-1997

Supervised student teachers in business education and marketing education.

Provided support, guidance, and teaching ideas. Maintained appropriate records.

Research Assistant, Utah State University, 1996-1997

Assisted with research in desktop video conferencing. Developed and implemented experimental procedures, recruited and trained subjects, tabulated and analyzed results, and co-authored paper.

Instructor, Eastern New Mexico University, 1991-1993

Complete responsibility for teaching the following courses:

- Advanced Business Communication
- Principles of Marketing
- Small Business Consulting
- Labor Economics
- Introduction to Business
- Principles of Management
- Labor Management Relations
- Human Resource Management

Instructor, University of North Alabama, 1984-1985

Complete responsibility for teaching the following courses:

- Principles of Marketing
- Principles of Management

RELATED EXPERIENCE

Membership Marketing Director, Wichita Area Girl Scout Council, 1990-1991

Compiled and analyzed data regarding trends in volunteerism and youth populations. Based on research, developed and implemented marketing plans for the recruitment of girls and adults for specific, targeted markets. Planned and designed brochures, flyers, community displays, multimedia presentations and press releases that resulted in a 10 percent membership growth.

Developed and implemented monthly meetings for 200 volunteer administrators. Developed and implemented formal recognition events for volunteers.

Outdoor Program Director, Mountain Prairie Girl Scout Council, 1986-1989

Designed curriculum for outdoor programs. Recruited, hired, and trained over 100 camp staff members. Designed and implemented numerous one-week training sessions for camp staff that included the following topics:

- diversity
- leadership
- personality types
- teambuilding
- stress management
- assertive communication

Assistant Manager, Crystal Ski Shop, 1985-1986

Assisted customers in rental and purchase of ski equipment. Maintained appropriate inventory levels of retail items. Developed innovative displays. Hired and motivated staff.

PUBLICATIONS AND PROCEEDINGS (Refereed – Blind peer-review)

Rawlinson, D. R., Lupton, R. A., and Braunstein, L. A. (2010). Private Label Branding in China: What Do U.S. and Chinese Students Think? Journal of Consumer Marketing (27), 2, p. 104-113.

Lupton, N., Lupton, R. A., Rawlinson, D. R., Wahle, C., Braunstein, L. A., and Watkins, S. (2010). Welcome to the Future: The Use of iPhone Apps in Marketing Courses. Proceedings of Marketing Educators' Association.

Lupton, R. A., Rawlinson, D. R. and Braunstein, L. A. (2008). Software Piracy in Slovakia: How to Use What We Know. Proceedings of the 24th World Congress of the Czechoslovak Society of Arts and Sciences.

Lupton, R. A., Rawlinson, D. R. and Braunstein, L. A. (2008). An Experiential Project with Retailing Students and Online Dating: Are We Responsible? Proceedings of Marketing Educators' Association.

Lupton, R. A., Rawlinson, D. R. and Braunstein, L. A. (2008). Attitudes and Perceptions of Social Networks among College Students: A Class Project in Social Networking. Proceedings of Marketing Educators' Association.

Lupton, R. A., Rawlinson, D. R., and Braunstein, L. A. (2007). Attitudes and Perceptions of Social Networks among College Students: The Impact of Social Networking of Marketing and Retailing, Proceedings of Marketing Educators' Association.

Lupton, R. A., Rawlinson, D. R., and Braunstein, L. A. (2006) Private Label Beliefs and Perceptions: A Comparison of Chinese and American University Students, Proceedings of Marketing Educators' Association.

Lupton, R. A., Rawlinson, D. R., and Braunstein, L. A. (2006) Customer Service Responsiveness of National and International Private Label Distributors and Manufacturers, Proceedings of Marketing Educators' Association.

- Lupton, R. A., and Braunstein, L. A. (2005). Central Europe: The Impact of the Country of Origin Effects on Slovak Consumerism, Proceedings of Marketing Educators' Association.
- Fountain, J., Lupton, R. A., and Braunstein, L. A. (accepted for publication 2005). Slovak Women Entrepreneurs in a Transitional Economy, The Qualitative Report.
- Lupton, R. A., and Braunstein, L. A. (2004). Consumer Sentiment on Retailing Among University Business and Marketing Students in Post-socialist Slovakia, Proceedings of Marketing Educators' Association.
- Lupton, R. A., Braunstein, L. A., and Chochol, D. (2004). Applying the Color Code Personality Profile to Slovakian Marketing and Business Professionals: An Exploratory Study, Proceedings of Marketing Educators' Association.
- Braunstein, L. A., and Loken, M. (2004) Employer benefits of cooperative education. International Handbook of Cooperative Education, eds. Richard K. Coll and Chris Eames. Book has been translated into Japanese.
- Lupton, R. & Braunstein, L. A. (2002). Measuring business teachers' educational philosophies: An exploratory, cross-national study. NABTE Review 56 (4) 24-27.
- Braunstein, L. A. & Stull, W. A. (2001). Employer benefits of and attitudes toward postsecondary cooperative education. Journal of Cooperative Education 36 (1) 7-22.
- Braunstein, L. A. (1999). Employer benefits and attitudes toward postsecondary cooperative education [Monograph]. CEA Research Monograph Series.
- Hartman, C. L. & Braunstein, L. A. (1998). A picture is worth a thousand words: Using photography to teach self-concept and introduce students to consumer behavior. Journal of Marketing Education, 20 (3), 236-243.
- Vinsonhaler, J., Johnson, J., Braunstein, L. A., & Henderson, D. (1998). A comparison of collaborative problem solving using face to face versus desktop video conferencing. Hawaii International Conference on System Sciences, Hawaii.
- Stull, W. A., Crow, D. & Braunstein, L. A. (1997). Needed research in cooperative education: A preliminary study. Journal of Cooperative Education, 33 (2), 15-18.

Braunstein, L. A. & Lowe, B. (1993, 1995). A creative approach to price elasticity of demand. Great Ideas for Teaching Marketing, 2nd and 3rd eds. Southwestern, New York.

Braunstein, L. A. & Lowe, B. (1992). Developing higher order thinking skills through use of active learning techniques. International Society for Exploring Teaching Alternatives and The Network for Cooperative Learning in Higher Education, San Pedro, California.

PRESENTATIONS, AWARDS, AND GRANTS

Presentation, Natalie Lupton, Robert Lupton, David Rawlinson, Charles Wahle, Lori Braunstein, and Shani Watkins (2010). "Welcome to the Future: The Use of iPhone Apps in Marketing Courses. Marketing Educators' Association.

Presentation, Lori Braunstein and Shani Watkins (2010). "BAS-ITAM: A Pathway to a Baccalaureate Degree." WAOE/TechPrep/WA-ACTE Transitions Conference, Tacoma, Washington.

Award, Lori Braunstein (2010). Outstanding Teaching Award for the Information Technology and Administrative Management Department, awarded by the College of Education and Professional Studies.

Presentation, Natalie Lupton, Lori Braunstein, Shani Watkins (2008). "Evaluating Gaps in Student Services for Traditional, Commuter, and Online Students." NASPA Western Regional Conference.

Presentation, David Rawlinson, Lori Braunstein, Robert Lupton (2008). "Software Piracy in Slovakia: How to Use What We Know." 24th World Congress of the Czechoslovak Society of Arts and Sciences.

Presentation, Robert Lupton, Lori Braunstein, David Rawlinson (2008). "An Experiential Project with Retailing Students and Online Dating: Are We Responsible?" Marketing Educators' Association.

Presentation, Robert Lupton, Lori Braunstein, David Rawlinson (2008). "Attitudes and Perceptions of Social Networks among College Students: A Class Project in Social Networking." Marketing Educators' Association.

Presentation, Robert Lupton, David Rawlinson, and Lori Braunstein. "Attitudes and Perceptions of Social Networks among College Students: The Impact of Social Networking of Marketing and Retailing," Marketing Educators' Association, San Antonio, Texas, 2007.

Presentation, Lori Braunstein. "Business Communication Letters," Professional Development Conference sponsored by the Information Technology and Administrative Management Department, 2007.

Presentation, Robert Lupton, David Rawlinson, and Lori Braunstein. "Private Label Beliefs and Perceptions: A Comparison of Chinese and American University Students." Marketing Educators' Association, San Francisco, California, 2006.

Presentation, Robert Lupton, David Rawlinson, and Lori Braunstein. "Customer Service Responsiveness of National and International Private Label Distributors and Manufacturers." Marketing Educators' Association, San Francisco, California, 2006.

Presentation, Lori Braunstein. "E-Mail Tips and Tricks," Professional Development Conference sponsored by the Information Technology and Administrative Management Department, 2006.

Grant, Margaret A. Turcott and Lori A. Braunstein, Partnership for Articulation: Bachelor of Applied Science in Information Technology, National Science Foundation, \$297,462; Spring 2005; unfunded.

Grant, Lori Braunstein and David Rawlinson, Technology Fee Committee, "Wireless Access Point Research and Placement, \$6,250; Spring 2005; unfunded.

Presentation, Robert Lupton, David Rawlinson, and Lori Braunstein. "Central Europe: The Impact of the Country of Origin Effects on Slovak Consumerism." Marketing Educators' Association, San Diego, California, 2005.

Presentation, Lori Braunstein. "Writing Better Business Letters," Professional Development Conference sponsored by the Information Technology and Administrative Management Department, 2005.

Presentation, Lori Braunstein, David Rawlinson, and Kim Bartel. "Gender-Based Issues in Recruiting and Retaining Women In Information Technology Careers," 2005.

Presentation, Lori Braunstein, David Rawlinson, and Kim Bartel. "Women in Information Technology," 2005.

Presentation, Robert Lupton and Lori Braunstein. “Consumer Sentiment on Retailing Among Business University Business and Marketing Students in Post-Socialist Slovakia.” Marketing Educators’ Association, Las Vegas, Nevada, 2004

Presentation, Robert Lupton and Lori Braunstein. “Applying the Code Personality Profile to Slovakian Marketing and Business Students: An Exploratory Study.” Marketing Educators’ Association, Las Vegas, Nevada, 2004.

Award, National Residence Hall Honorary, “for your efforts to create a classroom with motivation and inspiration.” 1st Annual Faculty Recognition Day, 2004.

Presentation, Lori Braunstein. Keynote Address “The Future of IT,” Professional Development Conference sponsored by the Information Technology and Administrative Management Department, 2004.

Grant Participant in Washington Center for Information Technology, an NSF grant funded through Bellevue Community College. This three-year commitment to the grant will result in exploring Skills Standards written for Information Technology, incorporating them into curriculum and reviewing and revising the Skills Standards and Curriculum, 2002-2005.

Presentation, Lori Braunstein, Catherine Bertelson, Kathy Wright, Erika Bowles, and Mary Slowinski. “The WCIT IT Curriculum Development Toolkit: Skills Standards and Best Practices in Action.” WOA/E/TechPrep/WA-ACTE Conference, Wenatchee, Washington, 2004.

Presentation, Lori Braunstein, Catherine Bertelson, Dorothy Hooley, Leslie Miller, Mike O’Donnell, and Mary Slowinski. “IT Curriculum & Skill Standards.” National TechPrep Conference, Nashville, Tennessee, 2003.

Presentation, Lori Braunstein, Catherine Bertelson. “IT Curriculum & Skill Standards: What Do Employers Want.” Consortium for Computing in Small Colleges – Northwest Conference, Ellensburg, Washington, 2003.

Presentation, Lori Braunstein, Catherine Bertelson, “IT Curriculum & Skill Standards: Our Experience.” WCIT Annual Retreat, Ellensburg, Washington, 2003.

Presentation, Lori Braunstein, Catherine Bertelson, Dorothy Hooley, Megan Rounds, Leslie Miller, “IT Curriculum & Skill Standards: Putting it all Together.” WA-ACTE/WAOE/TechPrep Conference in Tacoma, Washington, 2003.

Presentation, Natalie Lupton, Robert Lupton, and Lori Braunstein, "Three Perspectives on Blackboard." Western Cooperative for Educational Telecommunications, Couer d' Alene, Idaho, 2001.

Grant, Recipient of Cooperative Education Research Grant for \$5400, 2001.

Presentation, Lori Braunstein and Robert Lupton, "Measuring American and Slovakian Business Teachers' Educational Philosophies: A Cross-National Study. National Business Education Association Conference, Atlanta, Georgia, 2001.

Presentation, Lori Braunstein and Robert Lupton, "Are You Getting the Bang for Your Buck?" Cooperative Education Association Conference, Atlanta, Georgia, 2001.

Presentation, "The Research is Great, Now What do I do with it?" Cooperative Education Association Conference, Salt Lake City, Utah, 2000.

Presentation, "Employer Benefits of and Attitudes Toward Postsecondary Cooperative Education: Final Results." Joint meeting of the World Association of Cooperative Education and Cooperative Education Association Conference, Washington D.C., 1999.

Award, Recipient of the Ralph W. Tyler Award for outstanding distinguished research in the field of cooperative education. Presented at the joint meeting of the World Association of Cooperative Education and Cooperative Education Association Conference, Washington D.C., 1999.

Presentation, Blaine Wilson and Lori Braunstein, "Vocational School to Work Internet Course" at the Washington State Cooperative Education Conference on Connecting Work-Based Learning and Skills Standards, Chelan, Washington, 1999

Grant, Recipient of the Cooperative Education Association Research Grant for \$2000, 1998.

Presentation, "Employer Benefits of and Attitudes Toward Postsecondary Cooperative Education: Preliminary Results." Cooperative Education Association Conference, Boston, 1998.

ACADEMIC AND COMMUNITY SERVICE

Source Judge and Chair - 2010

Department Representation, General Education Writing Assessment Initiative - 2010-2011.

Chair, ITAM Search Committee - 2007-present. Five total searches.

Chair, ITAM Personnel Committee - 2008-present

Chair, ITAM – 2004-2008

Member, Faculty Senate Curriculum Committee – 2007-present

Member, Board of Academic Appeals & Academic Standing – 2007-present

Ad Hoc Search Committee Chair, CEPS Dean - 2008

National Board Member, Secretary/Treasurer, Marketing Educators' Association – 2006-2007

Reviewer, Marketing Educators' Association – 2006-present

Member, Department of Communication Search Committee, 2006

Member, Center for Information Technology Excellence Advisory Committee (CITE), 2006-present. The CITE is a nationally-funded NSF organization, organized through Bellevue Community College.

Member, Faculty Senate, 2001- 2006

Member, Faculty Senate Development and Appropriations Committee, 2000-2001.

Member, University Information Technology Committee, 2002 - 2005.

Member, Education Technology Fee Committee, 2000-2004.

Member, Ad Hoc CEPS Scholarship Policy Committee, 2001.

Member, Ad Hoc CEPS Faculty Development Funds Committee, 2002; Chair, 2003 and 2004.

Faculty member of CWU Community Building Project, 1999-2000.

Associate Member of Graduate Faculty, 1999 - present.

Member, Cooperative Education and Internship Association National Research Committee, 1998-2002.

PROFESSIONAL MEMBERSHIPS

Marketing Education Association, 2003 – present; National Executive Board,
Secretary/Treasurer 2007

Association of Computing Machinery, 2005-2007

Cooperative Education and Internship Association, 1997-2004

International Society for Technology in Education, 2004-2005

Delta Pi Epsilon, 1995 – 2001

Curriculum Vitae

Dr. Robert A. Lupton Professor

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Ellensburg, WA 98926-7488
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Professional Website: <http://www.cwu.edu/~luptonr>

EDUCATION

Colorado State University, Fort Collins, Colorado, USA. Degree awarded May 1999

Doctor of Philosophy - Education and Human Resource Studies with emphasis in International Business and Marketing Education, Cognate area in Statistics

New Mexico State University, Las Cruces, New Mexico, USA. August 1994 to July 1995 (Major courses completed)

Doctor of Philosophy - College of Business Administration with emphasis in Marketing

Colorado State University, Fort Collins, Colorado, USA. Degree awarded July 1994

Master of Education - Education and Human Resource Studies with emphasis in Adult Learning

Colorado State University, Fort Collins, Colorado, USA. Degree awarded May 1990

Master of Science – College of Business Administration with emphasis in Marketing

University of Northern Colorado, Greeley, Colorado, USA. Degree awarded June 1984

Bachelor of Science in Business Administration with emphasis in Marketing

TEACHING EXPERIENCE

Central Washington University, Information Technology and Administrative Management, Ellensburg, Washington, August 1999 to present

◆ Professor

- Introduction to Business
- Principles of Retailing
- Critical Issues in Retailing
- Retailing and E-commerce
- Retail Management
- Retail Buying
- Principles of Selling
- International Retailing
- International Comparative Retail Management Study Abroad
- Marketing Methods
- Personal Finance via the Internet
- Educational Technology
- Web Fundamentals
- University 101
- Computer Applications

TEACHING EXPERIENCE *continued*

Colorado State University, School of Education, College of Applied Human Sciences, Fort Collins, Colorado, August 1997 to August 1999

◆ **Marketing Instructor**

- Schooling in the United States
- Classroom Environment: Management and Technology
- Marketing and Business

City University Slovakia, Trencin, Slovakia, August 1995 to May 2000

◆ **Marketing Instructor**

- Principles of Marketing
- Marketing Research
- International Business
- International Marketing
- Marketing Management (*MBA*)

New Mexico State University, Department of Marketing, College of Business, Las Cruces, New Mexico, August 1994 to July 1995

◆ **Instructor/Graduate Teaching Assistant**

- Sales Management

Colorado State University, Department of Marketing, College of Business, Fort Collins, Colorado

◆ **Marketing Instructor,** August 1988 to July 1994

- Principles of Marketing
- Professional Selling
- Marketing Management (*MBA*)
- Promotional Strategies
- International Comparative Management Study Abroad

◆ **Faculty Advisor**

- American Marketing Association Collegiate Chapter

ACADEMIC ADMINISTRATIVE EXPERIENCE

Colorado Mountain College, Roaring Fork Campus, Glenwood Springs, Colorado

◆ Assistant Dean for Instruction – May 1998 to August 1999

- Manage and Lead Instructional Programs and Faculty
- Program and Budget Preparation and Administration
- Curriculum Planning, Development and Evaluation
- Faculty and Staff Supervision

City University Slovakia, Slovakia

◆ Associate Dean - Slovak Republic, July 1996 to June 1997

- Curricula Planning and Development
- BSBA, MBA, and ESL Course Planning and Scheduling
- Instructor Hiring, Training, and Evaluation
- Marketing to Local and National Communities

PROFESSIONAL EXPERIENCE

Midnight Marketing, Ft. Collins, Colorado; Ellensburg, Washington, 1988-present

- ◆ Marketing and training consultant to numerous private companies.

Warner-Lambert Company, Personal Care Products Division, Denver, Colorado

- ◆ Territory Representative, 1987-88
Responsibilities included developing and maintaining distribution, creating and building displays, and increasing sales. National “*Point of Purchase*” Display and “*Shelf Talker*” Promotion created and implemented.

Honeywell, Protection Services Division, Denver, Colorado

- ◆ Sales Representative, 1984-87
Responsibilities included new employee training, market research and analysis, sales and marketing. Received six VIP regional awards for excellence in performance and *Salesman of the Quarter* for outstanding performance.

WORKING PAPERS/CURRENT RESEARCH

Lupton, R. A., and Lupton, N. A. (2009 – present). *Green Retailing*. Survey work retail management strategies in green products, etc. Surveys collected.

Lupton, R. A., and Rawlinson, D. R. (2009 – present). *Music in the Workplace and Affect on Productivity and Morale*. Sponsored by the Rock and Roll Hall of Fame. Surveys research, collecting 2009-10.

Lupton, R. A., and Rawlinson, D. R. (2009 – present). *Social Networking and Digital Retail Sales*. Surveys collected.

Lupton, R. A., and Rawlinson, D. R. (2007 – present). *Retailing and Music*. Surveys collected.

Lupton, R. A., Rawlinson, D. R., and Braunstein, L. A. (2006 – present). *Retail Technology and Attitudes on Facebook and MySpace Social Networking Sites*. Surveys collected.

Comegys, C., Hannula, M D., Välsänen, J. M., Lupton, R. A., and Rawlinson, D. R. (2007). *Students Attitudes Toward Business Ethics*. Empirical research collected in China, USA, and Finland looking at attitudes about business ethics. Surveys collected.

Lupton, R. A. (2004 - present). *Private Label and Consumer Sentiment*. Extensive research evaluating the relationship of private label companies and the final consumer. Ongoing.

PUBLICATIONS (Refereed Only)

Lupton, R. A., Rawlinson, D. R., and Braunstein, L. A., (2010). Private Label Branding In China: What Do U.S. And Chinese Students Think?, *The Journal of Consumer Marketing*, 10 (2), 104-113.

Lupton, R. A., and Brodowsky, G. (2009). Marketing Educators’ Association Conference Proceedings, *Advancing the Practice and Scholarship of Marketing Education*, Co-editor, 1-168.

Gross, B. L., and Lupton, R. A. (2008). Marketing Educators’ Association Conference Proceedings, *Reaching New Heights in Marketing Education*, Co-editor, 32 (1), 1-153.

Rawlinson, D. R., and Lupton, R. A. (2007). Cross-national attitudes and perceptions concerning software piracy: a comparative study of students from the United States of America and the People’s Republic of China, *Journal of Education for Business*, 83 (2), 87-94.

Rawlinson, D. R., and Lupton, R. A. (2006). Attitudes and perceptions toward software piracy: a comparative study of United States and Slovak Republic students, The Center for Advanced Business Studies, *Journal of Management*, 1(1), 39-54.

Lupton, R. A., Peterson, E., and Rawlinson, D., (2006). Information Technology and the Keyboarding Mandate—How Readable are Beginning Keyboarding Textbooks, *International Journal of Vocational Education and Training*, 14(1), 85-100.

PUBLICATIONS (Refereed Only) continued

- Chapman, K., and Lupton, R. A. (2004). Academic Dishonesty in a Global Educational Market: A Comparison of Hong Kong and American University Business Students, *International Journal of Educational Management*, 18(7), 425-436.
- Lupton, R. A., and Chandler, W. (2003). Color Code in Educating the Slovakian Business Professional: An Exploratory Study. *Journal for Global Business Education*, 3, 43-57.
- Lupton, R. A. (2002). Retailing in Post-socialist Central Europe: Retailing strategies and tactics. *European Retail Digest*, 33(1), 45-49.
- Lupton, R. A. (2002). Retail E-commerce in Slovak Republic. *European Retail Digest*, 33(1), 38-41.
- Lupton, R. A., and Peterson, E. (2002). Business Education Goes Global Using Blackboard Web Technology. *Business Education Forum*, 56(4), 38-42.
- Lupton, R. A., and Braunstein, L. A. (2002). Measuring American and Slovakian Business Teachers' Educational Philosophies. *National Association for Business Teacher Education Review*, 56(4), 24-28.
- Lupton, R. A., and Chapman, K. (2002). American and Russian University Business Students' Attitudes, Perceptions and Tendencies toward Cheating. *Educational Research*, 44(1), 17-29.
- Lupton, R. A. and Klemin, W. (2001). Academic Dishonesty of Business Students in Selected Central Europe and U.S. Universities. *National Association for Business Teacher Education Review*, 28(1), 63-70.
- Lupton, R. A., Chapman, K., and Weiss, J. (2000). American and Slovakian University Business Students' Attitudes, Perceptions and Tendencies toward Academic Cheating. *Journal of Education for Business*, 75(4), 231-235.
- Honeycutt, E. D., Ford, J. B, Lupton, R. A., and Flaherty, T. (1999). Selecting and Training the International Sales Force: A comparison of China and Slovakia. *Industrial Marketing Management*, 28(6), 627-635.
- Lupton, R. A., Weiss, J. E., and Peterson, R. (1999). STEM - Sales Training Effectiveness Model: A conceptual framework. *Industrial Marketing Management*, 28(1), 73-86.
- Honeycutt, E. D., Honeycutt, L. A., Keating, R. J., and Lupton, R. A. (1999). Selecting and Training the Sales Force in Slovakia. *Emerging Global Issues in the Next Millennium*, 138-147.
- Lupton, R. A., and Jansen, D. (1998). American Business Education in Post-socialist Central Europe: Serving what ends and for whom? *Business Horizons*, 41(4), 27-34.
- Court, B., and Lupton, R. A. (1997). Modeling Destination Adopters, Inactives, and Rejectors: A customer portfolio development. *Journal of Travel Research*, 1(36), 35-43.
- Lupton, R. A. (1995). Können Sie Mir Sagen Warum? Bitte! *Marketing Educator*, 14(1), 1.
- Kelly, K., Lupton, R. A., and Smith, G. L., (1995). The Perceived Effectiveness of Computer Training and Preparation in a Four-Year College of Business. *College Student Journal*, 29(2), 134-144.
- Lupton, R. A., and Kleve, M. (1990). Collegiate Strategic Business Unit Makes Bucks Out of Batter. *Western Marketing Educators' Association*.
- Lupton, R. A. (1988, July). Promotion Tool Proven Success for Collegians, *Marketing News*, American Marketing Association.

CONFERENCE PROCEEDINGS (Refereed Only)

- Lupton, R. A., Rawlinson, D. R., Watkins, S., Lupton, N. A., Wahle, C., and Braunstein, L. (2010). Welcome to the Future: The Use of iPhone Apps in Marketing Courses, *Proceedings of Marketing Educators' Association*, 34.
- Comegys, C., Duke, C, and Lupton, R. A., (2010). Dealing With Human Subjects Review Committees: The Implications & Challenges for Faculty Teaching Marketing Research Courses. *Proceedings of Marketing Educators' Association*, 111.
- Takei, H., Lupton, R. A., and Rawlinson, D. R., (2009). Administrative Approaches to Support Students' Goal Development for the Short-term Study-abroad Program's First and Most Important Administrative Phase. *Proceedings of Marketing Educators' Association*, 12.
- Lupton, R. A., Rawlinson, D. R., Watkins, S., Lupton, N. A., and Price, L., (2009). Do You really Think Your Online Course Serves the Students Like Your Traditional Course? Assessment of Marketing and Management Web-Based Courses, *Proceedings of Marketing Educators' Association*, 134.
- Rawlinson, D. R., Lupton, R. A., Väisänen, J., and Braunstein, L. A., (2008). Software Piracy in Slovakia: How to Use What We Know, *2008 SVU Congress of the Czech and Slovak Republics, Special Session on International Trade and Trading with the Czech and Slovak Republics, SVU Congress in Ruzomberok, Slovakia*.
- Lupton, R. A., Takei, H., and Rawlinson, D. R., (2008). International Joint Project Using Blackboard Web Technology: Foreign Direct Investment of USA Retailers in Slovakia by Slovaks and USA College Students. *CWU SOURCE*.
- Comegys, C., Pariseau, S., Väisänen, J., Lupton, R. A., and Rawlinson, D. R. (2008). Attitudes towards Business Ethics and Degree of Opinion Leadership of Future Managers in the United States, Finland, and China, *Proceedings of Marketing Educators' Association*, 25.
- Lupton, R. A., Rawlinson, D. R., and Braunstien, L. A. (2008). An Experiential Project with Retailing Students and Online Dating: Are we responsible, *Proceedings of Marketing Educators' Association*, 106.
- Lupton, R. A., Rawlinson, D. R., and Braunstien, L. A. (2008). Attitudes and Perceptions of Social Networks among College Students: A Class Project in Social Networking, *Proceedings of Marketing Educators' Association*, 149.
- Klemin, W., Rawlinson, D. R., and Lupton, R. A. (2007). Attitudes and Perceptions of Radio Frequently Identifiers as a Means of Monitoring FBLA Students. *CWU SOURCE*.
- Lupton, R. A., Rawlinson, D. R., and Takei, H., (2007). Strategic Ethics Management for Effective Corporate Governance of Multinational Enterprises: Strategic Policies, Concepts and Frameworks. *CWU SOURCE*.
- Lupton, R. A., Takei, H., and Rawlinson, D. R. (2007). Cross-national E-learning Project between Slovak and U.S. Marketing Students: Cross-national E-learning Success Factors and Student Performances, *Proceedings of Marketing Educators' Association*, 101-109
- Lupton, R. A., Rawlinson, D. R., and Braunstein, L. A. (2007), Attitudes and Perceptions of Social Networks among College Students: The Impact of Social Networking on Marketing and Retailing, *Proceedings of Marketing Educators' Association*, 84.
- Rawlinson, D. R., and Lupton, R. A. (2006). Can Slovak university students attitudes and perceptions regarding software piracy have a future impact on financial trade in the Slovak Republic: An exploratory study, *2006 SVU Congress of the Czech and Slovak Republics, Special Session on International Trade and Trading with the Czech and Slovak Republics sponsored by the Czechoslovak Society of Arts and Sciences and the University of South Bohemia, Ceske Budejovice, Czech Republic*.
- Rawlinson, D. R., and Lupton, R. A. (2006). Wireless canopy as an agent for economic recovery of a downtown area: A case Study, *Professional Colloquium of College of Education and Professional Studies*, Central Washington University, April 2006.

CONFERENCE PROCEEDINGS (Refereed Only) continued

- Rawlinson, D. R., and Lupton, R. A. (2006). Attitudes, perceptions, and tendencies toward software piracy: A comparative study of US and Slovakian students, *Professional Colloquium of College of Education and Professional Studies*, Central Washington University. April 2006.
- Lupton, R. A., Rawlinson, D. R., Braunstein, L. A., and Riker, K. (2006). Private label branding: A cross-national study looking at Chinese and American beliefs and perceptions, *Professional Colloquium of College of Education and Professional Studies*, Central Washington University, April 2006.
- Lupton, R. A., Rawlinson, D., Braunstein, L. A., and Riker, K. (2006). Private label beliefs and perceptions: A comparison of Chinese and American university students, *Proceedings of Marketing Educators' Association*, 107.
- Lupton, R. A., Rawlinson, D., and Braunstein, L. A. (2006). Customer service responsiveness of national and international private label distributors and manufacturers, *Proceedings of Marketing Educators' Association*, 28-33.
- Moody, R. T., Lupton, R. A., and Lapsley, R. D. (2005). An exploration of where marketing is taught across the university campus, *Proceedings of Marketing Educators' Association*, 72-76.
- Braunstein, L. A., and Lupton, R. A., (2005). Central Europe: The Impact of the Country of Origin Effects on Slovak Consumerism, *Proceedings of Marketing Educators' Association*, 146-150.
- Lupton, R. A., and Braunstein, L. A. (2004). Consumer Sentiment on Retailing Among University Business and Marketing Students in Post-socialist Slovakia, *Proceedings of Marketing Educators' Association*, 30-34.
- Lupton, R. A., Braunstein, L. A., and Chochol, D. (2004). Applying the Color Code Personality Profile to Slovakian Marketing and Business Professionals: An Exploratory Study, *Proceedings of Marketing Educators' Association*, 94.
- Lupton, N. A., and Lupton, R. A. (2004). Critical Issues of Online Learning Facing Marketing Administrators, *Proceedings of Marketing Educators' Association*, 69-75.
- Lupton, N. A., and Lupton, R. A. (2003). Reality Check: Five Technologies Marketing Educators Need to Understand, *Proceedings of Marketing Educators' Association*, 4.
- Lupton, R. A., and Chandler, W. (2003). Integrating Color Code into Marketing Courses, *Proceedings of Marketing Educators' Association*, 67.
- Lupton, R. A., and Moody, R. (2002). Integration of a Central European Travel Abroad Marketing Course. *Proceedings of the Marketing Educators' Association*, 78.
- Lupton, R. A., and Peterson, E. (2001). Cross-national Marketing Learning Activity Using Blackboard Web Software. *Proceedings of the Marketing Educators' Association*, 69.
- Lupton, N. A. and Lupton R. A. (2001). The Role of a Change Agent in the Adoption Process of Service Learning as an Education Innovation for Marketing Educators. *Proceedings of the Marketing Educators Association Conference*, 157.
- Lupton, R. A., and Braunstein, L. (2001). Measuring American and Slovakian Business Teachers' Educational Philosophies: A Cross-national Study. *Proceeding of the NABTE Research Conference*.
- Chapman, K., and Lupton, R. A., (2000). American and Russian University Business Students' Attitudes, Perceptions and Tendencies toward Academic Cheating. *Proceedings of the Western Marketing Educators' Association Conference*, 47.
- Lupton, R. A., Honeycutt Jr., E. D., Paul III, D. P., and Ford, J. B. (1997). Slovak Students' Preferences for Sales Careers: Implications for global marketers. *Proceedings of the American Marketing Association Summer Conference*, 259-265.
- Lupton, R. A., and Weiss, J. E. (1997). Slovakian and American College Students and Their Marketing Vocabulary Knowledge: A comparative study. *Proceedings of the Western Marketing Educators' Association Conference*.

CONFERENCE PROCEEDINGS (Refereed Only) *continued*

- Lupton, R. A., and Court, B. (1995). Strategic Environmental Marketing Management - Managing the Unmanageable: The role of information technology. *Proceedings of the Annual Meetings of the Southern Marketing Association*.
- Court, B., and Lupton, R. A. (1995). Adhocracy in the Business School - Technology Facilitated Cross-functional Education: A marketing perspective. *Proceedings of the Western Marketing Educators' Association Conference*, 104.
- Weiss, J. E., and Lupton, R. A. (1995). A Perceptual Gap between Students and Faculty: A review of implications and recommendations from research on student academic misconduct. *Proceedings of the Western Marketing Educators' Association Conference*, 71-76.
- Lupton, R. A. (1994). Sales Training Evaluation Model: A conceptual diagram for evaluating sales training methodologies. *Proceedings of the Annual Meetings of the Southern Marketing Association*, 551-558.
- Lupton, R. A., and Allerheiligen, R. P. (1994). The Relationship of a Four-Week Study Abroad Business Course on the Attainment of Global-related Careers, Continuing Education, and Job Duties: An empirical study. *Proceedings of the American Marketing Association International Collegiate Conference*, 1-6.
- Lupton, R. A., and Lasonde, K. (1994). An Interactive Research Project for a Large Introductory Marketing Class: A pedagogical model. *Proceedings of the Western Marketing Educators' Association Conference*. 27-32.
- Lupton, R. A., and Allerheiligen, R. P. (1993). Identifying Traits of Business Students that Chose to Study Abroad: An exploratory study. *Proceedings of the American Marketing Association International Collegiate Conference*, 56-61.
- Lupton, R. A., and Allerheiligen, R. P. (1992). International Integration: A comparison of international marketing curricula for undergraduates. *Proceedings of the American Marketing Association International Collegiate Conference*, 49-56.
- Allerheiligen, R. P., and Lupton, R. A. (1992). Integration of a Marketing Department-based European Travel Abroad Course: A developmental model. *Proceedings of the Western Marketing Educators' Association Conference*.

ACADEMIC TEXTBOOKS AND STUDY GUIDES

- Lupton, R. A., and Chapman, K., (2008). Russian and American University College Students' Attitudes, Perceptions and Tendencies toward Cheating. In J. Fraenkel & N. Wallen (Eds.), *How to Design Research in Education: A Conceptual Introduction*, McGraw-Hill Companies.
- Lupton, R. A., and Chapman, K., (2006). Russian and American University College Students' Attitudes, Perceptions and Tendencies toward Cheating. In J. McMillan (Ed.), *Research in Education: A Conceptual Introduction*, 6th ed., NJ: Pearson Education.
- Lupton, R. A., and Chapman, K., (2003). Russian and American University College Students' Attitudes, Perceptions and Tendencies toward Cheating. In L. S. Lyne (Ed.), *A Cross Section of Educational Research: Journal Articles for Discussion and Evaluation*, 2nd ed., CA: Pyrczak.
- Lupton, R. A., and Weiss, J. E. (1994, Second edition). *Inside Marketing*, Irwin: Burr Ridge, Illinois.
- Lupton, R. A. (1995). *Inside Sales Management*, Midnight Marketing, Fort Collins, Colorado.
- Lupton, R. A. (1993 and 1995). *Professional Selling - Marketing Yourself*, Midnight Marketing, Fort Collins, Colorado.
- Lupton, R. A. (1991, 1992, and 1993). *Inside Marketing - Student Outline for Principles of Marketing*, Midnight Marketing, Fort Collins, Colorado.
- McCuen, B. A., Hoel, R. F., and Lupton, R. A. (1990). *Student Outline for Marketing Principles*, Authors, Fort Collins, Colorado.

CONFERENCE PRESENTATIONS

- Welcome to the Future: The Use of iPhone Apps in Marketing Courses*, Marketing Educators' Association, Seattle, WA, April 2010.
- Dealing With Human Subjects Review Committees: The Implications & Challenges for Faculty Teaching Marketing Research Courses*, Marketing Educators' Association, Seattle, WA, April 2010.
- Administrative Approaches to Support Students' Goal Development for the Short-term Study-abroad Program's First and Most Important Administrative Phase*. Marketing Educators' Association, Newport Beach, CA, April 2009.
- Do You Really Think Your Online Course Serves the Students Like Your Traditional Course? Assessment of Marketing and Management Web-Based Courses*, Marketing Educators' Association, Newport Beach, CA, April 2009.
- Software Piracy in Slovakia: How to Use What We Know*, 2008 SVU Congress of the Czech and Slovak Republics, Special Session on International Trade and Trading with the Czech and Slovak Republics, SVU Congress in Ruzomberok, Slovakia, September 2008.
- International Joint Project Using Blackboard Web Technology: Foreign Direct Investment of USA Retailers in Slovakia by Slovaks and USA College Students*, SOURCE, Central Washington University, Ellensburg, WA, April 2008.
- An Experiential Project with Retailing Students and Online Dating: Are we responsible?*, Marketing Educators' Association, Salt Lake City, UT, April 2008.
- Attitudes towards Business Ethics and Degree of Opinion Leadership of Future Managers in the United States, Finland, and China*, Marketing Educators' Association, Salt Lake City, UT, April 2008.
- Attitudes and Perceptions of Social Networks among College Students: A Class Project in Social Networking*, Marketing Educators' Association, Salt Lake City, UT, April 2008.
- Attitudes and Perceptions of Radio Frequently Identifiers as a Means of Monitoring FBLA Students*, Ellensburg, WA, CWU SOURCE, May 2007.
- Strategic Ethics Management for Effective Corporate Governance of Multinational Enterprises: Strategic Policies, Concepts and Frameworks*, Ellensburg, WA, CWU SOURCE, May 2007.
- Cross-national E-learning Project between Slovak and U.S. Marketing Students: Cross-national E-learning Success Factors and Student Performances*, Marketing Educators' Association, San Antonio, TX, April 2007.
- Attitudes and Perceptions of Social Networks among College Students: The Impact of Social Networking on Marketing and Retailing*, Marketing Educators' Association, San Antonio, TX, April 2007.
- Can Slovak university students attitudes and perceptions regarding software piracy have a future impact on financial trade in the Slovak Republic: An exploratory study*, 2006 SVU Congress of the Czech and Slovak Republics, Special Session on International Trade and Trading with the Czech and Slovak Republics sponsored by the Czechoslovak Society of Arts and Sciences and the University of South Bohemia, Ceske Budejovice, Czech Republic, June 2006.
- Web Presence for your Small Business*, Information Technology Development Day, Central Washington University, May 2006.
- Wireless Canopy as an Agent for Economic Recovery of a Downtown Area: A Case Study*, Professional Colloquium of College of Education and Professional Studies, Central Washington University, Ellensburg, WA, April 2006.
- Attitudes, Perceptions, and Tendencies Toward Software Piracy: A Comparative Study of US and Slovakian Students*, Professional Colloquium of College of Education and Professional Studies, Central Washington University, Ellensburg, WA, April 2006.
- Private Label Branding: A Cross-National Study Looking at Chinese and American Beliefs and Perceptions*, Professional Colloquium of College of Education and Professional Studies, Central Washington University, Ellensburg, WA, April 2006.

CONFERENCE PRESENTATIONS *continued*

Private label beliefs and perceptions: A comparison of Chinese and American university students, Marketing Educators' Association, San Francisco, CA, April 2006.

Customer Service Responsiveness of National and International Private Label Distributors and Manufacturers, Marketing Educators' Association, San Francisco, CA, April 2006

Web Presence for your Small Business, Information Technology Development Day, Central Washington University, May 2005

What is the True Cost of Global Consumerism and Consumption? Personalizing Change: Making Another World Possible, Central Washington University, Social Forum, May 2005

An Exploration of Where Marketing is Taught Across the University Campus, Marketing Educators' Association, La Jolla, CA, April 2005.

Central Europe: The Impact of the Country of Origin Effects on Slovak Consumerism, Marketing Educators' Association, La Jolla, CA, April 2005.

Customer Service Responsiveness of National and International Private Label Distributors and Manufacturers, CEPS Professional Colloquium, Central Washington University, Ellensburg, WA, November 2004.

Central Europe: The Impact of the Country of Origin Effects on Slovak Consumerism, CEPS Professional Colloquium, Central Washington University, Ellensburg, WA, November 2004.

Consumer Sentiment on Retailing Among University Business and Marketing Students in Post-socialist Slovakia, Marketing Educators' Association, Las Vegas, NV, April 2004.

Applying the Color Code Personality Profile to Slovakian Marketing and Business Professionals: An Exploratory Study, Marketing Educators' Association, Las Vegas, NV, April 2004.

Critical Issues of Online Learning Facing Marketing Administrators, Marketing Educators' Association, Las Vegas, NV, April 2004.

CWU Students Study in Central Europe, CEPS Professional Colloquium, Central Washington University, Ellensburg, WA, November 2003.

Consumer Sentiment on Retailing Among Consumers in Post-socialist Slovakia, CEPS Professional Colloquium, Ellensburg, WA, November 2003.

Reality Check: Five Technologies Marketing Educators Need to Understand, Marketing Educators' Association, Scottsdale, AZ, April 2003.

Integrating Color Code into Marketing Courses, Marketing Educators' Association, Scottsdale, AZ, April 2003.

Integration of a Central European Travel Abroad Marketing Course. Marketing Educators' Association Conference, San Diego, CA, April 2002.

Integration Web-based Curriculum: Where do you fit? Western Interstate Commission for Higher Education, Western Cooperative for Educational Telecommunications, Coeur d'Alene, Idaho October 2001.

Cross-national Marketing Learning Activity Using Blackboard Web Software. Marketing Educators' Association Conference, Waikoloa, Hawaii, April 2001.

The Role of a Change Agent in the Adoption Process of Service Learning as an Education Innovation for Marketing Educators. Marketing Educators' Association Conference, Waikoloa, Hawaii, April 2001.

Measuring American and Slovakian Business Teachers' Educational Philosophies: A Cross-national Study. NABTE Research Conference, Atlanta, Georgia, April 2001.

How Much Bang Are You Getting for Your Buck? Cooperative Education Association Conference, Atlanta, Georgia, April 2001.

CONFERENCE PRESENTATIONS *continued*

American and Russian University Business Students' Attitudes, Perceptions and Tendencies toward Academic Cheating. Marketing Educators' Association Conference, Lake Tahoe, Nevada, April 2000.

Slovak Students' Preferences for Sales Careers: Implications for global marketers. American Marketing Association Summer Conference, August 1997.

Slovakian and American College Students and Their Marketing Vocabulary Knowledge: A comparative study. Western Marketing Educators' Association Conference, San Diego, CA, April 1997.

Strategic Environmental Marketing Management - Managing the Unmanageable: The role of information technology. Southern Marketing Association, August 1995

Adhocracy in the Business School - Technology Facilitated Cross-functional Education: A marketing perspective. Western Marketing Educators' Association Conference, Monterey, CA, April 1995.

A Perceptual Gap between Students and Faculty: A review of implications and recommendations from research on student academic misconduct. Western Marketing Educators' Association Conference, Monterey, CA, April 1995.

Sales Training Evaluation Model: A conceptual diagram for evaluating sales training methodologies. Southern Marketing Association, Spring 1994.

The Relationship of a Four-Week Study Abroad Business Course on the Attainment of Global-related Careers, Continuing Education, and Job Duties: An empirical study. American Marketing Association International Collegiate Conference, New Orleans, LA, April 1994.

An Interactive Research Project for a Large Introductory Marketing Class: A pedagogical model. Western Marketing Educators' Association Conference. April 1994.

Identifying Traits of Business Students that Chose to Study Abroad: An exploratory study. American Marketing Association International Collegiate Conference, New Orleans, LA, April 1993.

International Integration: A comparison of international marketing curricula for undergraduates. American Marketing Association International Collegiate Conference, New Orleans, LA, April 1992.

MAJOR GRANTS – CWU Only

NSF Grant, CWU Office of Graduate Studies and Research and CWU Office of Continuing Education: *CWU Wine Research and Education Center*, lead researcher conducting market research. October 2004, \$600,000 not accepted.

Office of International Studies and Programs ISPAC Grant: *Integrating Central European Case Studies into CWU Curriculum.* May 2002, Received \$700.

Office of Graduate Studies and Research, Seed Grants Competition: *Retailing in Slovakia.* May 2002, Received \$900.

Cooperative Education Association: *Cost Analysis of Cooperative Education: An Organizational Self-Analysis.* 2001, Received \$5400.

NWACC: Innovation in retail Technology -- Implementing the kiosk concept, Fall 2002. Requested \$10,000, not funded.

NWACC: Digital assessment in the Classroom - Faculty adoption of pocket PCs as a teaching tool, Fall 2001. Requested \$10,000, not funded.

ACADEMIC DISTINCTION AND HONOR

Most Inspirational Faculty Member, Nominated, Certificate of Excellence in recognition of achieving excellence in Leadership, The CWU Center for Excellence in Leadership, May 2008.

Recognition for Outstanding Service, Recipient, College of Education and Professional Studies, Information Technology and Administrative Management Department, March 2008.

Most Inspirational Faculty Member, Recipient, Excellence in recognition of achieving excellence in Leadership, The CWU Center for Excellence in Leadership, May 2007.

Most Inspirational Faculty Member, Nominated, Certificate of Excellence in recognition of achieving excellence in Leadership, The CWU Center for Excellence in Leadership, May 2006.

Nominated and Participated: *Working Connections, IT Faculty Development Institution, Programming Database and Web*, By AACC, Microsoft, and NWCET, August 23-26, 2005, Bellevue, Washington.

Most Inspirational Educator, Nominated, Certificate of Excellence in recognition of achieving excellence in Leadership, The CWU Center for Excellence in Leadership, May 2004.

Most Inspirational Educator, Certificate of Excellence in recognition of achieving excellence in Leadership, Sixth-annual Evening of Recognition "Unmask the Leaders," The CWU Center for Excellence in Leadership, May 2003.

Scholarship Award - Certificate of Excellence in recognition of outstanding accomplishments and contributions in Scholarship, CEPS, Central Washington University, May 2002.

College Teaching Award - Certificate of Excellence in recognition of nomination for the Alumni Teaching Excellence Award, CEPS, Central Washington University, May 2002.

Faculty Scholarship Incentive Program – Competitive Award. Awarded release time for research in Central Europe, CEPS, Central Washington University, Spring 2002.

National Endowment for the Humanities Workshop - Cultures of Authority in Asian Practice
Invited participant, November 7-11 2001.

Ph.D. Student Representative, Graduate Program Committee, School of Education, College of Applied Human Sciences, Colorado State University, October 1997-August 1998.

Pace Setters Award, Recognition of Leadership Abilities, Academic Achievement and Community Involvement, Colorado State University, 1989-90.

Hugh G. Wales Outstanding Faculty Advisor Award - International Collegiate Faculty Advisor of the Year, American Marketing Association, 1989-90.

Discussant:

- Southern Marketing Association Conference, Doctoral Student Tracks, New Orleans, Louisiana, November 1994.
- American Marketing Association International Collegiate Conference, Faculty Tracks New Orleans, Louisiana, April 1994.
- Marketing Educators' Association, Session Chair and Discussant, April 1996 to present.

Reviewer:

- Journal of Marketing Education, September 2003 – present
- Marketing Educators' Association conference proceedings, April 1994 - present.
- Trend Marketingova Komunikacia, September 1996 - October 1997.
- Southwest Small Business Institute Association, March 1995 - July 1995.

Advisor, Colorado State University American Marketing Association Collegiate Chapter:

- AMA 1993-94 **Top Western Region Chapter of the Year**
- AMA 1992-93 **Outstanding Western Region Chapter of the Year**
- AMA 1991-92 **Outstanding Western Region Chapter of the Year**
- AMA 1991-92 **Colorado Collegiate Chapter of the Year**
- AMA 1990-91 **Outstanding Western Region Chapter of the Year**

- AMA 1990-91 **Colorado Collegiate Chapter of the Year**
- AMA 1989-90 **International Collegiate Chapter of the Year Award**

Collegiate Judge, American Marketing Association, 1991-94 Collegiate Annual Reports, Chicago, Illinois.

American Marketing Association Colorado Chapter, Peak Awards, Denver, Colorado, April 1990.

RELEVANT GRADUATE COURSE WORK

Masters Level

Marketing

- Industrial Marketing Management
- International Business
- International Comparative Management
- High Tech Industry
- Transportation and Distribution

Quantitative Methods/Research Methodology

- Computer Applications Decision Making
- Demand Analysis and Forecasting
- Managerial Economics
- Research Methods
- Seminar in College Teaching

Adult Education

- Research Methods - Adult Education
- Philosophy/Organization of Occupational Education
- Adult Education
- Adult Teaching and Learning
- Program Development
- Leadership in Education
- Processes and Methods

Doctoral Level

Marketing/Education

- Marketing Theory
- Marketing Management
- Marketing Seminar
- International Marketing Education
- Trends and Issues in Higher Education
- Using the Internet in Teaching
- Internet and Technology Curriculum
- Distance Education and Technology
- Cross-cultural and International Training

Quantitative Methods/Research Methodology

- Marketing Research
- Statistical Inferences I
- Statistical Inferences II
- Statistical Software Applications (SAS)
- Statistical Software Applications (SPSS)
- Advance Research Methods
- Narrative Research Methods
- Qualitative Data Analysis/Interpretation
- Dissertation (Quantitative Study)

COMPUTER APPLICATION SKILLS

IBM and Macintosh: WordPerfect, Word, SPSS, Excel, Publisher, Photoshop, PowerPoint, Access, Dreamweaver, Fireworks, Flash, Illustrator, HTML, PHP, Sony Pro 8 Video

UNIVERSITY SERVICES – (Major Services Only) Central Washington University

- ITAM Department Chair, September 2008 to present
- CEPS Personnel Committee, April 2009 to present
- CEPS Performance Salary Adjustment Committee, April 2007
- ITAM Personnel Committee, October 2004 – September 2008
- ITAM Search Committee, October 2006 – June 2007, March 2008 – September 2008
- Mahajani Scholarship Committee, CWU Office of International Studies and Programs, 2002 - 2009.
- Graduate Faculty, Member, May 2001 - present
- Salary Administration Board, Member, November 2001 – June 2004.
- Consumer Sentiment of Ellensburg Retailing among Central Washington University Students, study of local retailing activities, March 2004 - present
- Chair, CEPS Distance Education Committee, January 2001 – May 2002

- OSPI Marketing Education Standards, Consultant, December 2000 – September 2006.
- CWU Faculty Conference, Presenter, Research and Assessment, December 6, 2000.
- Graduate thesis advising and undergraduate career advising, September 1999 - present
- Faculty Senate - Member of the Academic Affairs Committee, March 2000 - November 2002
- Council for Occupational Education, October 1999 - September 2006.
- Program assessment planning: Office Systems, Retail Management, and Information Technology, October 1999 - present
- CWU Retail Management promotional campaign, October 1999 - present
- Provide in-service classes w/OSPI, WAME, Continuing Ed, publishers, and self-support, October 1999 - September 2006.
- Developing comprehensive plan for multiple learning environments (Distance Ed, Internet, etc.), October 1999 - present

UNIVERSITY SERVICES – (Major Services Only) City University Slovakia

- Presentation to the Nadacia HNClubu, *The Economic Impact of American Education in Slovakia*, Bratislava, Slovak Republic, May 1997.
- Presentation at the Trend Marketingova Komunikacia '96 conference, *Perspektivy americkeho marketingu na Slovensku. [Perspectives of American marketing in Slovakia.]*, Bratislava, Slovak Republic, October 1996
- Consulting, International Business Education Development, Technical University of Budapest, Budapest, Hungary, August 1996 – July 1997.
- Consulting, International Business Education Development, Wyzsza Szkola Biznesu, Tarnow, Poland, October 1996 - July 1997.

UNIVERSITY SERVICES – (Major Services Only) Colorado State University

- Consulting, International Marketing, Colorado State University Civil Engineering/Wroclaw Technical University, Wroclaw, Poland, August 1992 - January 1994.
- Marketing Alumni campaign for Colorado State University, December 1993 - April 1994.
- Consulting, Marketing, Colorado State University Mechanical Engineering Hybrid Car, August 1992 - June 1993.
- Spoke to the American Marketing Association Collegiate Advisors, *What is the Role of a Faculty Advisor?* New Orleans, Louisiana, April 1992.
- Panel member and moderator, Executive MBA Forum, *How to Market Yourself During Tough Times*, Fort Collins, Colorado, April 1992.
- Research, *Entertainment Preferences in the Loveland Community*, sponsored by the Loveland Civic Music Association, April 1992 - December 1992.
- Marketing Research, Colorado State University Events Board, November 1991 - May 1992.
- Promotional campaign for video series *Marketing for Small Communities*, Colorado State University, Department of Marketing, September 1991 - October 1992.
- Research, *Effective Advertising in the Campus West Shopping Area*, sponsored by the Campus West Merchants' Association, October 1991 - August 1992.
- Coordinator, Colorado Rural Revitalization, *How to Develop a Marketing Plan for a Small Community*, Colorado State University, Fort Collins, Colorado, October 1991.
- Marketing Consulting, Colorado State University PR, July 1990 - October 1990.
- Editor, *ICM Newsletter (International Comparative Management)*, Colorado State University, College of Business, November 1990 - July 1993.

PROFESSIONAL AFFILIATIONS *current affiliations only*

- International Society for Technology in Education (ISTE). 2004 – 2007.
- Direct Marketing Education Foundation Professors' Academy, 2000 -2007.
- Marketing Educators' Association (MEA), 1990 - present
 - MEA Treasurer/secretary - April 2002 to June 2009.
 - MEA President Officer Track – VP through 2009, President in 2009 to 2010
 - MEA Past President – 2010 to 2011
- Alpha Mu Alpha - Marketing Honors Society, lifetime membership

David R. Rawlinson, Associate Professor
Information Technology and Administrative Management Department
Central Washington University
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Ellensburg, Washington 98926-7488

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Education

- Juris Doctor - South Texas College of Law (1993).
- B.A. - University of North Texas, Computer Science (1988).
- M.C.S.E. - Microsoft Certified Systems Engineer, Windows Server 2003, Windows 2000, Windows NT 4.0
- M.C.S.A. - Microsoft Certified Systems Administrator, Windows Server 2003, Windows 2000
- Network + - Comp/TIA
- A + - Comp/TIA

Teaching

- IT 228 Introduction to Information Technology
- IT 301 Information Technology: Security, Privacy and Ethics
- IT 351 Computer Networks
- IT 463 Management of Computer Networks
- IT 464 Directory Services
- IT 465 Messaging Services
- IT 467 Network Security
- IT 469 Enterprise Database Systems - SQL
- IT 486 Critical Issues in Information Technology
- ADMG 310 Business Professional Development
- ADMG 372 Leadership and Supervision

Publications (Refereed)

- Lupton, R. A., Rawlinson, D. R. and Braunstein, L. A. (2010). Private Label Branding in China: What Do U.S. and Chinese Students Think? *Journal of Consumer Marketing*, Vol. 27, No. 2.

- Rawlinson, D. R. and Lupton, R. A. (2007). Cross-National Attitudes and Perceptions Concerning Software Piracy: a Comparative Study of Students from the United States of America and the People's Republic of China, *Journal of Education for Business*, Vol. 83, No. 2.
- Rawlinson, D. R. and Lupton, R. A. (2006). Attitudes and perceptions toward software piracy: a comparative study of United States and Slovak Republic students, The Center for Advanced Business Studies, *Journal of Management*, Vol. 1, No. 1.
- Rawlinson, D. R. and Bartel, K. (2006). Implementing Wireless PDA Technology in the Information Technology Curriculum, *Educause Quarterly*, Vol. 29, No. 1.
- Rawlinson, D. R., Lupton, R. A. and Peterson, E. (2006). Information Technology and the Keyboarding Mandate - How Readable are Beginning Keyboarding Textbooks, *International Journal of Vocational Education and Training*, 14 (1).

Conference Proceedings/Presentations (Refereed)

- Lupton, R. A., Rawlinson, D. R., Lupton, N., Wahle, C., Braunstein, L. and Watkins, S. (2010). Welcome to the Future: The Use of iPhone Apps in Marketing Courses. Proceedings of the 2010 Marketing Educators Association Conference, Seattle, Washington.
- Lupton, R. A., Rawlinson, D. R., Lupton, N., Watkins, S. and Price, L. (2009). Do You Really Think Your Online Course Serves the Students Like Your Traditional Course? Assessment of Marketing and Management Web-Based Courses. Proceedings of the 2009 Marketing Educators Association Conference, Newport Beach, California.
- Takei, H., Lupton, R. A., and Rawlinson, D. R. (2009). Administrative Approaches to Support Students' Goal Development for Short-Term Study-Abroad Programs: Program's First and the Most Important Administrative Phase. Proceedings of the 2009 Marketing Educators Association Conference, Newport Beach, California.
- Rawlinson, D. R., Braunstein, L. A., Lupton, R. A. and Vaisanen, J. (2008). Software Piracy in Slovakia: How to Use What We Know. 25th World Congress of the Czechoslovak Society of Arts and Sciences, Ruzomberok, Slovak Republic.
- Lupton, R. A., Rawlinson, D. R. and Braunstein, L.A. (2008). Attitudes and Perceptions of Social Networks Among College Students: A Class Project in Social Networking. Proceedings of the 2008 Marketing Educators Association Conference, Salt Lake City, Utah.
- Lupton, R. A., Rawlinson, D. R. and Braunstein, L.A. (2008). An Experiential Project with Retailing Students and Online Dating: Are We Responsible? Proceedings of the 2008 Marketing Educators Association Conference, Salt Lake City, Utah.
- Comegys, C., Pariseau, S., Vaisanen, J., Lupton, R. A. and Rawlinson, D. R. (2008). Attitudes Towards Business Ethics and Degree of Opinion Leadership of Future Managers in the United States, Finland, and China. Proceedings of the 2008 Marketing Educators Association Conference, Salt Lake City, Utah.
- Lupton, R. A. and Rawlinson, D. R. (2008). International joint Project Using Blackboard Web Technology: Foreign Direct Investment of USA Retailers in Slovakia by Slovaks and USA College Students. Symposium On University Research and Creative Expression (SOURCE), Central Washington University.
- Rawlinson, D. R. (2007). Assessing the Value of Service-Learning in the Context of Computer Network Security, 7th International Research Conference on Service-Learning and Community Engagement, Tampa, Florida, accepted but not presented.
- Lupton, R. A., Rawlinson, D. R., and Takei, H., (2007). Strategic Ethics Management for Effective Corporate Governance of Multinational Enterprises: Strategic Policies, Concepts and Frameworks. Proceedings from the Symposium On University Research and Creative Expression (SOURCE), Central Washington University.
- Klemm, V. W., Rawlinson, D. R. and Lupton, R. A. (2007). An Instrument Pilot Study of Attitudes and Perceptions of radio Frequency Identifiers as a Means of Monitoring Students in Student Leadership Organizations. Proceedings from the Symposium On University Research and Creative Expression (SOURCE), Central Washington University.
- Lupton, R., Takei, H. and Rawlinson, D. (2007). Cross-national E-learning Project between Slovak and U.S. Marketing Students: Cross-national E-learning Success Factors and Student Performances, Proceedings of the 2007 Marketing Educators' Association Conference, San Antonio, Texas.

- Lupton, R., Rawlinson, D. and Braunstein, L. (2007). Attitudes and Perceptions of Social Networks among College Students: The Impact of Social Networking of Marketing and Retailing, Proceedings of the 2007 Marketing Educators' Association Conference, San Antonio, Texas.
- Rawlinson, D. R. (2006). Can Service-Learning Be Applied Effectively in Information Technology Data Security, Proceedings of the 6th International Research Conference on Service-Learning and Community Engagement. Portland, Oregon.
- Rawlinson, D. R. and Lupton, R. A. (2006). Can Slovak University Students' Attitudes and Perceptions Regarding Software Piracy Have a Future Impact on Financial Trade in the Slovak Republic: An Exploratory Study, Proceedings of the 23rd World Congress of the Czechoslovak Society of Arts and Sciences, Special Session on International Trade and Trading with the Czech and Slovak Republics, Ceske Budejovice, Czech Republic.
- Lupton, R. A., Rawlinson, D. R. and Braunstein, L. A. (2006). Private Label Beliefs and Perceptions: A Comparison of Chinese and American University Students. Proceedings of the 2006 Marketing Educators Association Conference.
- Lupton, R. A., Rawlinson, D. R. and Braunstein, L. A. (2006). Customer Service Responsiveness of National and International Private Label Distributors and Manufacturers. Proceedings of the 2006 Marketing Educators Association Conference.
- Rawlinson, D. R. and Lupton, R. A. (2006). Wireless Canopy as an Agent for Economic Recovery of a Downtown Area: A Case Study, Proceedings of the Professional Colloquium of College of Education and Professional Studies, Central Washington University.
- Rawlinson, D. R. and Lupton, R. A. (2006). Attitudes, Perceptions, and Tendencies Toward Software Piracy: A Comparative Study of US and Slovakian Students, Proceedings of the Professional Colloquium of College of Education and Professional Studies, Central Washington University.
- Lupton, R. A., Rawlinson, D. R., Braunstein, L. A. and Riker, K. (2006). Private Label Branding: A Cross-National Study Looking at Chinese and American Beliefs and Perceptions, Proceedings of the Professional Colloquium of College of Education and Professional Studies, Central Washington University.
- Rawlinson, D. R. and Bartel, K. (2005). Implementing Wireless PDA Technology in the Information Technology Curriculum. Proceedings of Educause - Western Region conference, San Francisco, California.

Awards

- Central Washington University Alumni Association Excellence in Teaching award for the College of Education and Professional Studies (2007).

Reviewer

- World Marketing Congress, Oslo School of Management, Oslo, Norway (2009).
- Marketing Educators Association Conference Proceedings, Newport Beach, California (2009).
- Review of doctoral dissertation on Network Security, Centre for Research, Anna University Chennai, Chennai, India (2009).
- Marketing Educators Association Conference Proceedings, Salt Lake City, Utah (2008).
- 8th Annual International Service-Learning Research Conference Proceedings, New Orleans, Louisiana (2008).
- *Handbook of Technology Management*, Chapter on Implementing a Security Awareness Program, John Wiley & Sons, Inc. (2008).
- 7th Annual International Service-Learning Research Conference Proceedings, Tampa, Florida (2007).
- Marketing Educators Association Conference Proceedings, San Antonio, Texas (2007).

Grant Applications

- Application to the CWU Student Technology Fee committee to fund the purchase of five Apple iPads for student checkout, Central Washington University (2010), funded.
- Application to the CWU Student Technology Fee committee to fund the purchase of three Modbooks for student checkout, Central Washington University (2009), not funded.

- Application to Central Washington University Student Technology Committee for funding to support research into the use of iPod-type devices to further support and enhance educational opportunities and effectiveness for students served by the CWU Disability Support Services client-base. Not funded.

Mentored Student Research

- Schill, W. (2006). Radio Frequency Identification use in Schools. Proceedings from the Symposium On University Research and Creative Expressions (SOURCE), Poster Session. (Rawlinson, D. R., Lupton, R. A. and Klemin, V. W., Faculty Mentors).
- Alsoszatai-Petheo, A. (2006). How to set up a Digital Signature. Proceedings from the Symposium On University Research and Creative Expressions (SOURCE), Poster Session. (Rawlinson, D. R. and Tidd, R., Faculty Mentors).
- Gamache, C., Daniels, K. and Sobers, C. (2005) Wireless Internet Adoption and Usage: Attitudes and Perceptions of Ellensburg Downtown District Businesses and Retailers (2005). Proceedings from the Symposium On University Research and Creative Expressions (SOURCE), Poster Session. (Rawlinson, D. R. and Lupton, R. A., Faculty Mentors).

Working Papers/Current Research

- Rawlinson, D. (2010). "Am I Evaluated Fairly?" Student Attitudes and Perceptions regarding the use of Self and Peer Assessment Assignments in Online classes, ongoing data collection.
- Rawlinson, D. R. and Lupton, R. A. (2009). Collaboration with the Rock and Roll Hall of Fame Museum to collect data regarding workplace music performance and employee morale.
- Comegys, C., Hannula, M D., Välsänen, J. M., Lupton, R. A., and Rawlinson, D. R. (2007). *Student Attitudes Toward Business Ethics*. Empirical research collected in China, USA, and Finland looking at attitudes concerning business ethics.
- Lupton, R. A., Rawlinson, D. R., and Braunstein, L. A. (2006 – present). *Retail Technology and Attitudes on Facebook and MySpace Social Networking Sites*. Survey research.
- Rawlinson, D. R., Tidd, R. and Graber-Pigeon, N. (2006). Research into the use of digital signatures within accounting and legal practices.
- Rawlinson, D. R. and Dittmer, T. (2006). Preliminary research into the application of economic theory to computer network security issues.
- Rawlinson, D. R. and Lupton, R. A. (2004 - present). Cross-national research into student perception and attitudes regarding software piracy.
- Rawlinson, D. R. and Braunstein, L. A. (2005). Spearheaded project in cooperation with Central Washington University, the City of Ellensburg and Fairpoint Communications to implement a wireless access point at Irene Rinehart Park ("People's Pond").
- Rawlinson, D. R. (2005). Provided impetus for creation of CWU Bookstore program to offer discounts to student, faculty and staff on Dell products. Thanks to Jerry Hanley, Vice-Provost and CIO of California Polytechnic State University, Carmen Rahm, Assistant Vice-President for Information Technology Services at Central Washington University, and Steve Wenger, CWU Bookstore Manager for direction and program implementation.

Other

- Braunstein, L., Bartel, K. and Rawlinson, D. (2005). Retention and Recruitment of Women in IT: Issues and Solutions, Symposium on the Cultural Effects of a Gendered Media. The Center for Student Empowerment, November 10th, 2005, Mary Grupe Center, Central Washington University.

University Service

- Member of President's Ad hoc committee regarding searches and hiring authority (2009)
- ITAM Senator to Central Washington University Faculty Senate (2007-present)
- Member of Central Washington University Faculty Senate Academic Code and By-laws Committee (2008-2011)
- Member of Campus Judicial Council, Central Washington University (2007-2010)
- Chair of the University Information Technology Advisory Committee (2007-2009)
- Member of College of Education and Professional Studies Interim Dean Search Committee (2007)

- Member of Aviation Department Faculty Search Committee (2007-2008)
- Member of the University Information Technology Advisory Committee (2005-2008)
- Academic Service-Learning Distinguished Faculty Fellow (2006-2007)
- Academic Service-Learning Faculty Fellow (2005-2006)
- Judge for 2006 Symposium on University Research and Creative Expressions (SOURCE)
- Consulted with Human Subjects Research Committee regarding network security issues with web-based surveys (2006)
- Musical entertainment for Central Washington University Civic Engagement Center's benefit on Fair Trade awareness (2006)

College/Department Service

- ITAM Personnel Committee member (2008-present)
- Chair, ITAM Search Committee (2008)
- ITAM Personnel Committee, shared chair duties (2007-2008)
- ITAM representative to Central Washington University Parent's Reception at the President's home (Summer 2006)
- Member of College of Education and Professional Studies Professional Colloquium Committee (2006)
- Member of Information Technology & Administrative Management department's Professional Development Conference program committee (2005-2006)
- Served on Ad hoc committee regarding articulation agreement between Everett Community College and ITAM department (2005)
- Consulted with Dr. Robert Lupton regarding alignment of computer network curriculum with ecommerce curriculum (2005)
- Liaison between potential employers of ITAM graduates
- Appointed steward for ITAM department by United Faculty of Central (2006-2007).

Service to the Community and the Profession

- Elected Information Technology Consultant/Director of Marketing Educators Association, (2010 – present).
- Information Technology Advisor to Marketing Educators Association conference in Newport Beach, California (2009).
- Provided musical entertainment for CWU Community Day program, August 28, 2010.
- Voting member of The National Academy of Recording Arts and Sciences, <http://www.grammy.com> (2008-present).
- Constituency Committee, International Association for Research on Service-Learning and Community Engagement (2007).
- Hearthstone Assisted Living Center and Royal Vista Care Facility visiting musician (2004 to present).
- Information Technology consultant to various community programs, including Court Appointed Special Advocates (2004-present).
- Computer network consultant to Dr. Michael Ebouya, Associate Professor and Deputy Head of the Computer Science Department, University de la Rochelle, France (2006)
- Computer network consultant to Dr. Robert Lupton, Dr. Ken Chapman & Dr. Douglas Lincoln, Marketing Educators Association Conference (2006)
- Panelist and data security expert for Kittitas Valley League of Women Voters forum entitled "Civil Discussion on Civil Liberties" (2006)
- Service Learning facilitator for Kittitas County Community Hospital network security audit (2006)
- Conducted two data security presentations for Information Technology & Administrative Management Professional Development Conference (2006)
- Computer consultant for Central Washington University student's computer (2006)
- Provided musical entertainment for Purple Haze Creative Lab's Art Exhibition at Gallery One (2006)
- Provided musical entertainment for RSVP community group (2005)
- Provided musical entertainment for Ellensburg "Moments to Remember" presentations (2005-2006)

Professional Experience

Microsoft Certified Systems Engineer

Provide computer network design, maintenance and support for small businesses in the Pacific Northwest

Supervisor, Computer Training and Support Department, Vinson & Elkins, L.L.P.

- Designed primary and secondary Information Technology support structure within the firm. Designed and implemented procedures for department-wide use of call tracking system for Information Technology support functions.
- Member of a team that designed a 24 by 7 computer support program.
- Designed a Peer Support program to provide early software support at the section level of the firm.
- Designed and implemented software training programs for 1200+ member law firm, including:
 - partner and associate training program
 - software rollout training
 - new hire training
 - open-enrollment classes
 - Computer Learning Center
- Member of a team that designed and implemented a firm-wide rollout of Windows 95 desktops
- Member of a team that designed a NetWare 3.x to NetWare 4.x server migration

Clerk/Attorney at Law

- Law student clerking duties and subsequent general practice for small law firm

Computer Trainer, Vinson & Elkins, L.L.P.

- Trained law partners, associates and staff during NetWare 3.x LAN rollout on how to use the LAN and email.

Network Systems Administrator, Friedman and Gold

- Managed and maintained small NetWare 3.x local area network, including:
 - Configuration of NetWare user accounts
 - Assignment of group membership
 - Assignment of trustee rights to users and groups
 - NetWare login script and password maintenance
 - Printer configuration
 - Designed and implemented automated tape backup system
 - PC and laptop configuration and support
 - Configuration and maintenance of litigation support software
 - Design, implementation and maintenance of firm-wide databases

Programmer/Analyst, Control Data Corporation

- Member of a team of analysts responsible for supporting 60-bit and 64-bit real-time operating systems for NASA Space Shuttle Simulator at the Johnson Space Center. Duties included:
 - Re-design of real-time device drivers for Space Shuttle Simulator flight recorders
 - Planning and installation of operating system upgrades
 - Coding operating system modifications in Assembler language
- Worked closely with NASA staff during flight operations to provide 24-hour support

Member of Scientific Staff, Northern Telecom/BNR

- Member of a team of programmers responsible for design, implementation and test of data networking product that allowed dynamic re-configuration of IBM SNA terminals.
Duties included:
 - Coding functions and procedures in multi-tasking programming language according to x.400 specifications
 - Documenting system memory requirements
 - Software load builds

Christine Bernadas, Ph.D.
 Assistant Professor
 ITAM Department
 Central Washington University
 Email: bernadac@cwu.edu
 Telephone: 1(509)963-1255

TEACHING INTERESTS

1. Data communications-Networking, Network security, Wireless communications
2. Electronic Commerce, and Internet
3. Project Management, Customer Relationship Management, and International Business
4. Database; System Analysis and Design

RESEARCH INTERESTS

1. Enterprise Software (Acquisition to Maintenance)
2. SMEs and technology (especially e-commerce)
3. Global Impacts of Information Technologies (IT) and cross-cultural studies

EDUCATION

- 2007 **Ph.D. - International Business Administration**, J.R. Sanchez School of Business, Texas A&M International University –Laredo- TX- USA –AACSB accredited.
Dual Major: Management Information Systems and International Business

Dissertation Title: *Facilitating the Maintenance of Enterprise Systems (ES): An Exploratory Study of Perceptions of IT Professionals in North America (Mexico and United States)*
- 1992 **Master in Business Administration (MBA)**
 University Laval – Quebec – Canada–AACSB accredited –MIS concentration

Title: *Test of an evaluating tool to help the choice of technological projects (Test d'un outil d'évaluation pour le choix de projets technologiques)*
- 1990 **Master in “Computer sciences Applied to Management” (MMIAGe).**
 University of Aix-Marseille III - Aix-en-Provence- France – With honors
- 1988 **Degree in Sciences ---Physics (DEUG A-SSM)**
 University of Aix-Marseille III- Marseille- France – With honors and high honors

PUBLICATIONS (BOOK)

- 1 “*L'apprentissage autonome: une compétence incontournable*” under the direction of S. Talbot; Les Éditions DÉPUL, 2001, in collaboration with M. Blais, R. Boudreau, D. Boulanger, A. Chartier, H. Hamel, R. Lavoie, C. Lepine, G. Marcotte, L. Robichaud, S. Talbot, A. Tessier, and P. Valois.

JOURNAL (PEER REVIEWED) PUBLICATIONS

- 1 Palanisamy, R., Verville, J., Bernadas, C., and N. Taskin (2010) "Influences on the Acquisition of Enterprise Software", under review, *Journal of Enterprise Information Management (JEIM)*. Forthcoming Issue
- 2 Bernadas, C., Verville, J., and J. Burton (2010) "A Myriad of Digital Divides: A Global Comparison of Internet & Cellular Divides", *International Journal of Intercultural Information management (IJIIIM)*. Forthcoming Issue
- 3 Bernadas, C. (2009) "E-health Websites: What do we know about their Interactivity?", *E-Business Review*, Vol. 9, pp.22-25.
- 4 Bernadas, C. (2008) "Landscape of Mobile CRM: some preliminary findings", *E-Business Review*, Vol. 8, pp. 43-46.
- 5 Verville J., R. Palanisamy, C. Bernadas, and A. Halington (2007) "ERP Acquisition Planning: A Critical Dimension for Making the Right Choice", *Long Range Planning*, Vol. 40, No. 1, pp. 45-63.
- 6 Sanchez-Pena R., J. Verville, and C. Bernadas (2007) "Isolating the key variables for Regression Models in Enterprise Software Acquisition Decisions: A Blocking Technique", *Journal of Business & Economics Research*, Vol. 5, No. 8, pp. 57-66.
- 7 Bernadas, C. (2007) "An International Perspective about E-commerce and SME: Some Preliminary Results", *E-Business Review*, Vol. 7, pp. 37-40.
- 8 Verville J., C. Bernadas, and A. Halington (2005) "So You're Thinking of Buying an ERP: Ten Critical Factors for Successful Acquisitions", *Journal of Enterprise Information Management (JEIM)*, Vol. 18, No.6, pp. 665-677.
- 9 Bernadas, C. and J. Verville (2005) "Disparity of the Infusion of E-Business within SMEs: A Global Perspective", *International Journal on Technology Management (IJTM)*, 2005, Vol. 31, No. 1/2, pp. 39-46.
- 10 Verville J., C. Bernadas, and A. Halington (2005) "A Three Dimensional Approach in Evaluating ERP Software Within the Acquisition Process", *International Journal of Enterprise Information Systems (IJEIS)*, Vol. 1, No. 2/3, pp. 1-16.

CONFERENCE PROCEEDINGS (PEER REVIEWED) PUBLICATIONS

- 1 Bernadas C., Lupton N, and L. Braunstein (2010) "Interactivity in online courses: Case of A customer relationship management course", Proceedings of *MEA conference*
- 2 Bernadas C., J. Verville, and R. Palanisamy (2009) "Facilitating Enterprise Systems (ES) Maintenance: A model", Proceedings of *ISOneWorld Conference*.
- 3 Bernadas C. (2009) "E-health Websites: What do we know about their Interactivity?", Proceedings of the conference of *the International Academy of e-business (IAEB)*.
- 4 Bernadas C. and J. Verville (2008) "A Myriad of Digital Divides", *ISOneWorld Conference*.
- 5 Bernadas C. (2008) "Landscape of Mobile CRM: some preliminary findings", *Proceedings of the conference of the International Academy of e-business (IAEB)*.
- 6 Bernadas, C. (2007) "An International Perspective about E-commerce and SME: Some Preliminary Results", *Proceedings of the conference of the International Academy of e-business (IAEB)*.
- 7 Sanchez R., J. Verville, and C. Bernadas (2007) "Isolating the Key Variables for Regression Models in Enterprise Software Acquisition Decisions: A Blocking Technique", *Proceedings of the 2007 Applied Business Research (ABR) Conference* (Best paper Award).

- 8 Verville J., C. Bernadas, and A. Halington "Acquisition Planning: A Critical Factor in ERP Buying Decisions", *Proceedings of ISOneWorld Conference*, 2006
- 9 Bernadas C. and A. Cavazos-Garza (2006) "Evolution of FDI Agents and Strategies in Latin America Countries: ECLAC Perspective", *Proceedings of AIB Conference (U.S. SouthWestern chapter)*, vol. 17, No.1, pp. 251-256.
- 10 Verville J., C. Bernadas, and A. Halington (2004) "Critical Factors for Successful ERP Acquisitions", *Proceedings of European and Mediterranean Conference on Information Systems (EMCIS)*.
- 11 Verville J., O. Flores and (2004) "Critical Factors Affecting the Selection Process of Enterprise Software: A Study of IS Managers' Perceptions in the Mexican Service and Manufacturing Industries", *Proceedings of the 21st Annual Association of Management (AoM) Conference*, Vol. 21, No. 2, pp 255-56.
- 12 Bernadas C. and J. Verville (2003) "SMEs and E-business: A Global Perspective", *Proceedings of the ISOneWorld Conference*.
- 13 Bernadas C. and A. Chartier (2000) "The contribution of professional literature in the knowledge growth: the case of electronic commerce", *Proceedings of ACFAS Conference*, Sherbrooke University, Sherbrooke.

OTHER PUBLICATIONS

- 1 2008-2009 – creation and publication of 4 course packs
- IT362: Wireless Communications – ISBN: 978-0-8400-1233-3 (205 pages)
 - ADMG/IT374; Project Management – ISBN: 978-0-8400-1328-6 (307 pages)
 - IT461: System Analysis – ISBN: 978-0-8400-1321-7 (239 pages)
 - IT462: System Design – ISBN: 978-0-8400-1407-8 (273 pages)
- 2 Bernadas, C (1995) "Les dimensions sociales et organisationnelles (DSO) des systèmes d'information informatisés", Document de travail (*working Paper*), Faculté des Sciences de l'administration, Université Laval, Québec.

PAPERS UNDER (PEER) REVIEW

- 1 Verville, J., Palanisamy, R., and C., Bernadas, "A Comparison Study of the Influencing Factors on the Decision Process for Acquiring Enterprise Software: Mexico and United States", under review, *International Journal of Enterprise Information Systems (IJEIS)*.
- 2 Palanisamy, R., Verville, J., and C., Bernadas, "Cultural Influences on the Decision Process for Acquiring Enterprise Software: A Comparison of Mexico and United States", under review, *International Journal of Global Management Studies (IJGMS)*.

PAPERS IN PROGRESS

- 1 "Being GREEN in Information Technology," in preparation to be submitted for review
- 2 "Developing a New Scale for Measuring Stakeholders' Influences in Acquiring Enterprise Software: One General Factor of Buying Center Participation and Technical Expertise," in preparation to be submitted for review, with J. Verville
- 3 "Important Contracting Issues in Enterprise Software Negotiations: Rights, Assurance and Responsibilities," in preparation to be submitted for review, with J. Verville, N. Kock, and N. Taskin

- 4 "A Research Case on the U.S. & Mexican Border on Enterprise Software Acquisition Contracts: Multivariate Analysis (Nonparametric Bootstrapping)," in preparation to be submitted for review, with J. Verville and N. Taskin

PRESENTATIONS/PANELS

Marketing Educator Association Conference Seattle, April 9th, 2010 "Interactivity in online courses: Case of A customer relationship management course"

ISOneWorld Conference Las Vegas, April 16th, 2009, with J. Verville and R. Palanisamy, "Facilitating Enterprise Systems (ES) Maintenance: A model"

International Academy of E-Business Conference Honolulu, April, 10th, 2009, "E-health Websites: What do we know about their Interactivity?"

ISOneWorld Conference, Las Vegas, June, 2008, with J. Verville, "A Myriad of Digital Divides: A Global Comparison of Internet and Cellular Divides"

International Academy of E-Business Conference San Francisco, March, 22, 2008, "Landscape of Mobile CRM: Some preliminary findings".

COBA Research Seminar Laredo, April 20, 2007, "Facilitating the Maintenance of Enterprise Systems (ES)".

International Academy of E-Business Conference Vancouver, April 6, 2007, "An International Perspective about E-commerce and SME: Some Preliminary Results".

ISOneWorld Conference Las Vegas, April 19, 2006, with J. Verville, "Enterprise Software Maintainability: Perceptions of IT professionals in U.S. And Mexican firms".

ISOneWorld Conference -Las Vegas, April 19, 2006, with J. Verville and A. Halington, "Acquisition Planning: A Critical Factor in ERP Buying Decisions".

TAMU Ph.D. Consortium, Laredo, 2007, "Internationalization of IS field: Some preliminary results"

ISOneWorld Ph.D. Symposium, Las Vegas, 2006 "Enterprise Software Maintainability: Perceptions of IT professionals in U.S. And Mexican firms"

AIB (U.S. Southwestern chapter) Conference –Dallas, March 4, 2005, with T. Sagafi-nejad, "The Use of International Business Concepts in the Journal of International Business Studies (JIBS)"

ACFAS Conference –Sherbrooke, May 2000, with A. Chartier, "The contribution of professional literature in the knowledge growth: The case of electronic commerce"

ACFAS Conference --Montreal, May 1996, with C. Banville, "Emergence of organizational and social dimensions (OSD) in IS field"

COURSES TAUGHT

CWU	ADMG/ IT 374	Project management	2007-2008 (Sept-Dec)- 2009 (Jan-Mar/ Sept-Dec.)	Undergraduate
	ADMG376	project management and IT	2009 (Apr-Jun) (Sept-Dec) 20101 (Jan-Jun)	Undergraduate
	IT101	Computer applications (online)	2009 (Jun-Aug)	Undergraduate
	IT204	Word applications (online)	2010 (Jun-Jul)	
	IT351	Computer Networks (online)	2009 (Sept-Dec)	Undergraduate
	IT359	Advanced Excel (online)	2010 (Jun-Jul)	Undergraduate
	IT362	Wireless communications	2007-2008 (Sep-Dec) 2010 (Apr-Jun)	Undergraduate
	IT457	Network Security	2008 (Jan-Mar)-2009(Apr- Jun)	Undergraduate
	IT461	System Analysis	2008 (Jan-Mar) 2009 (Sept- Dec)	Undergraduate
	IT462 RMT366(ex IT398)	System Design Customer relationship Management (online)	2008 ,2009, 2010 (Apr-Jun) 2009 (Jan-Mar) – Summer – (Sept-Dec) 2010 (Jan-Mar)	Undergraduate Undergraduate
TAMIU	DS2310	Business Stats 1	2005- 2006 (Jun-Jul)	Undergraduate
	CIS5380	Advanced data based Systems Design and software development issues (Data Warehouse and Data Mining)	2003 (Jan-Dec)	Graduate
	CIS5370	Database Management and design	2002-2004 (Sept-Dec)	Graduate
	CIS5350	System Analysis	2002-2004 (Sept-Dec)	Graduate
	CIS3320	System Analysis	2003 (Jan-Dec)	Undergraduate
	CIS1305/ MIS1305	Introduction to Computer Applications	2006 (Sept-Dec) 2004 (Jan-May)	Undergraduate
	MTU	BA4250	IT project (senior students)	2002 (Jan-May)
BA3290		IS Topic (E-commerce)	2001 (Sept-Dec)	Undergraduate
BA3200		IS/IT Management	2001-2002	Undergraduate
LAVAL (in French)	SIO65295	Qualitative Research Design and Tools in IS	2000 and 2001(Jan-Mar)	Graduate
	SIO65277	Consultation and Complex Organizational Problems with Anne Chartier	2000 (Jan-Mar)	Graduate
	SIO19223	Information Systems	1998-1999	Undergraduate
	SIO17831	IS development	1996 (Jan-Apr)	Undergraduate
	SIO16361	System Analysis and Design	1995 (Jan-Apr)	Undergraduate
	SIO15418	Management information Systems	1992 (Jan-Dec)	Undergraduate

ADMINISTRATIVE & COMMITTEE WORK

Service University Level

University governance

2009-Now: Member of CWU Faculty Senate Evaluation and Assessment Committee

2009-2010: Senate Alternate

2009 (summer and Fall): Member of Visioning Analysis team (help preparation of new university vision and strategic plan)

Department recruitment (students and faculty)

2008-2010: Students Recruitment → Participation to the spring open Houses (April 2009- April 2010), Participation to the Major Fair (February 2009), Participation to the fall open House (October, 2008), Participation to one of the parent receptions (July 2008) Participation to the commencements 2008, 2009, and 2010.

2008-Fall 2009: Member of the ITAM search committee (four faculty positions filled in 2009)

Department governance

2008-Now: Participation to ITAM curriculum assessment

Fall 2009 Participation to the development of a program abroad in China

2008-2009: member of ITAM advisory board management committee

2003-2004: Member of the Undergraduate Curriculum Committee – College of Business TAMIU

2002-2003: Member of the Admission Committee for Master Students – College of Business TAMIU

Others

2008-Now Member of CWU online community

Fall 2007-2009: Adviser for the CWU students' IT club

Service to community

Ph.D. evaluation

Jan 2010: External member in dissertation committee (Ph.D.)

Editorial

2008-Now: Member of the Editorial Review board of *Journal of Information Science and Technology*

2007-Now: Member of IAEB editorial conference board

Conference/professional organization help

2008 -Now: Judge for SOURCE symposium

2008-2009: Program chair for ISOOneWorld 2009 conference

Dec 2008: Help PMI-telecom web site development

April 2003: Session Chair for ISOOneWorld Conference

Ad-hoc reviewer

Jan 2010: Reviewer for Conference of Academy of International Business (AIB) 2010

Dec 2009: Reviewer for Conference of Marketing Educator's Association (MEA) 2010

Oct 2008: Reviewer for *Revue Internationale de Cas de Gestion*

Sep 2008: Reviewer for *Journal of Information Science and Technology*

Feb 2008: Reviewer for Conference of Academy of International Business (AIB) 2008

Dec 2007: Reviewer for Conference of Marketing Educator's Association (MEA) 2008

Feb 2007: Reviewer for Conference of Academy of International Business (AIB) 2007

June 2006: Reviewer for Conference of Decision Sciences Institute (DSI) 2006

PROFESSIONAL DEVELOPMENT

June 2009: Faculty-led International program workshop (to develop abroad programs/courses)

May 2009: Teaching Effectiveness Seminar proposed by AACSB

Feb 2009: Participated to Web 2.0: web-based seminars

Feb 2009: Grant writing Workshop

SPECIAL AWARDS AND HONORS

- 2009 Recognition for outstanding scholarship - CEPS
 2008 Received a award for 2008 woman of the Year in Education from ABI
 2008 Accepted to the Journal of Information Sciences and Technology review board.
 2008 Accepted to the International Academy of E-Business Editorial Board for its conferences and publications.
 2007 Best paper award for paper in *Proceedings of the 2007 Applied Business Research (ABR) Conference*, with R. Sanchez and J. Verville.

MEMBERSHIPS

- AACU: Association of American Colleges and Universities since 2009
 AIS: Association of information systems since 2001
 AIB: Academy of International Business since 2004
 ACM: Academy of Computer Machinery since 2005
 CWU Online learning community since 2008
 ICANN: Internet Corporation for Assigned Names and Numbers since 2000
 IEEE: Institute of Electrical and Electronics Engineers since 2005
 PMI: project management Institute since 2007
 ΣΑΠΙ: National society of leadership and success since 2006
 ΦΚΦ: The honor society of Phi Kappa Phi since 2007

WORK EXPERIENCE

Academic

- Central Washington University, Assistant Professor – 2007 - present
 Texas A&M International University, Visiting Assistant Professor – 2002 - 2004
 Michigan Technological University, Visiting Instructor – 2001 – 2002

Other Work Experience

- 1999 **Web Developer for APTI** (Online teaching services, Laval University, Quebec, Canada)
 University – HTML, ASP,
 -Design and development of Web Sites for courses using new technologies
 -Development of materials for courses (texts, exercises...)
 1990 **System Designer and Cobol Developer** (IBSI, Velizi, France)
 IT consulting company – Cobol on UNIX
 - Development of a maintenance contract management system for Renault's Industrial Vehicles
 1989 **Instructor and Developer** (GTM-BTP, Marseille, France)
 Public Work – Construction company – Multiplan III, VBasic
 -Training for Executives: basics in Computer Science (Hardware, business software)
 - Development of applications for project planning

PERSONAL INFORMATION

- | | | |
|-----------|---|--|
| Addresses | ITAM department,
Central Washington University
400 E University Way
Ellensburg, WA 98926 USA | Home:
209 E 14 th avenue, Apt. 10
Ellensburg, WA, 98926 USA |
| Phones | 1(509)963-1255 (office) | 1(509)925-2056 (home) |

Chester L. Claar, Ph.D. (ABD)
Assistant Professor

Office

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Management
College of Education & Professional Studies
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400 E. University Way
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Email: claar@cwu.edu

Home

111 E. Lexus Lane
Ellensburg, WA 98926
Ph: 509-899-3813
Email: chet@claars.net

EDUCATION

Ph.D., Management Information Systems Utah State University ABD, Chair: Jeffrey Johnson, Ph.D. Dissertation: <i>The Adoption of Computer Security: An Analysis of Home PC User Behavior Using the Health Belief Model</i>	Logan, UT Dec. 2009 Ph.D., Oct. 2010
M.S., Management Information Systems Utah State University May	Logan, UT 2006
B.S., Information Technology and Administrative Management Central Washington University	Ellensburg, June WA 2004

ACADEMIC

WORK EXPERIENCE

Assistant Professor	Central	Washington
University		
January		2010 - Present
IT101 - Computer Applications Summer 2010 - 2 Sections		
IT248 - Web design Fundamentals Spring 2010 - 2 Sections Summer 2010 - 1 Section		
IT258- Spreadsheets Summer 2010 - 1 Section Spring 2010 - 1 Section		
IT351 - Network Fundamentals Winter 2010 - 1 Section Spring 2010 - 1 Section		
IT461 - Systems Analysis Winter 2010 - 1 Section		
IT462 - Systems Design Spring 2010 - 1 Section		

WORK EXPERIENCE, CONT.

Instructor	Utah	State University
2008		- 2009
OSS 1400 - Microcomputer Applications		
Fall 2008 - 1 Section		
Spring 2009 – 1 Section		
MIS 2100 – Fundamentals of MIS		
Fall 2009 – 2 sections		
Spring 2010 – 2 Sections		
Graduate Research Assistant	Utah	State University
Supervising Professor: Kathy Chudoba	2008	– 2009

PUBLICATIONS**Refereed Conference Proceedings / Presentations**

Erbacher, R, Prakash, S., Claar, C., Couraud, J., Intrusion Detection: Detecting Masquerade Attacks Using UNIX Command Lines, *Proceedings of 6th Annual ISOneWorld Conference*, Las Vegas, NV, April 2007.

Claar, C., Johnson, J., The Adoption of Computer Security: An Analysis of Home PC User Security Behavior Using the Health Belief Model, *Western Decision Sciences Institute, Thirty-Ninth Annual Meeting*, Lake Tahoe, Nevada, April 2010.

Claar, C., Johnson, J., **The Adoption of Computer Security: An Analysis of Home PC User Security Behavior Using the Health Belief Model**, *50th Annual IACIS Fall Conference*, Las Vegas, Nevada, October 2010.

ACADEMIC HONOR SOCIETIES

Phi Kappa Phi, Central Washington University, 2004
Beta Gamma Sigma, Utah State University, 2006
Golden Key International, Utah State University, 2007

ACADEMIC / PROFESSIONAL MEMBERSHIPS

InfraGard
Association for Information Systems (AIS)
Association for Computing Machinery (ACM)
International Association for Computer Information Systems (IACIS)

OTHER ACTIVITIES

Reviewer - 6th Annual ISOneWorld Conference, Las Vegas, Nevada, April 2007.
Reviewer - 47th Annual IACIS Fall Conference, October 2007, Vancouver, British Columbia
Reviewer - Western DSI Annual Conference, April 2010, Lake Tahoe, Nevada
Reviewer - 50th Annual IACIS Fall Conference, October 2010, Las Vegas, Nevada

IT PROFESSIONAL

WORK EXPERIENCE

Hosting Tech Support / Level 1 Hosting Services Inc.	Providence, UT May – Aug 2009
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Responsible for assisting clients with issues relating to hosting services. Issues included initial account setup, server configurations, MySQL databases, add-on services, scripting, email account creation and configurations, DNS, redirects, domain transfers and renewals, account security, hacked accounts, reporting network and server failures to administrators, account cancellations, and handling general questions and complaints.

Network/Systems Administrator Kittitas County Action Council	Ellensburg,	WA 2002 – 2004
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Responsible for all phases of server, workstation, network, and printer installations, maintenance, and administration. Responsible for documenting IT procedures and configurations. Responsible for training users on software and systems operations.

Technical Account Manager / Tech Support Tier I/II GTC Technical Support	Wenatchee, WA 2001 – 2002
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Assisted users from various Internet Service Providers with Internet related issues including diagnosing dial-up connection problems, broadband connection problems, and e-mail issues. Assisted users to configure all popular Internet browsers, e-mail clients, and internet and network settings for most popular workstation operating systems, including all versions of Windows, and Mac. Supervised Support Technicians and handled customer complaints. Performed workstation, server, and network administration. Company software licensing oversight. Worked directly with the ISP’s GTC serviced to obtain and distribute technical information about ISP network configurations to technicians. Reported network outages to ISP’s as necessary utilizing emergency contact information.

Help Desk / IT Hardware Technician Pacific Aerospace & Electronics	Wenatchee, WA 2000 – 2001
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Hardware Tech. – Built and repaired computer workstations to company specs. Upgraded hardware as necessary. Installed and diagnosed software and hardware. Installed and repaired inkjet and laser printers. Performed network and telecom installations. Responsible for inventory and supplies for IT hardware shop. Trained users in software and systems operations. Help Desk – Answered multi-line phones, assisted users with various hardware and software issues, created work orders for technicians and tracked progress on projects. Created and deleted user accounts on servers and building access systems for new or terminated employees. Remote server administration servers. Corporate software licensing oversight.

PROFESSIONAL CERTIFICATIONS

Currently Held
 CompTIA A+

In-Progress
 CompTIA Security+

Planned
 CompTIA Network +
 GIAC Security Essentials Certification (GSEC)
 Cisco Certified Network Associate (CCNA)
 Cisco CCNA Security

Curriculum Vitae

Dr. Natalie A. Lupton Assistant Professor

E-mail: luptonn@cwu.edu
Web Site: www.cwu.edu/~luptonn

OFFICE ADDRESS

Central Washington University
Department of Information Technology
and Administrative Management
400 E. University Way
Ellensburg, WA 98926-7488

EDUCATION

University of Nebraska, Lincoln, Nebraska. Degree awarded May 2007

Degree: Doctor of Philosophy in Education, Specialization in Educational Leadership and Higher Education

Dissertation Topic: Psychosocial Development of Online Students

Colorado State University, Fort Collins, Colorado. Degree awarded May 1998

Degree: Master of Education, Education and Human Resource Studies, Educational Leadership and Marketing Education

Colorado State University, Fort Collins, Colorado. Degree awarded August 1993

Degree: Bachelor of Science in Business Administration, Major: Marketing

TEACHING EXPERIENCE

Central Washington University

College of Education and Professional Studies

Information Technology and Administrative Management Department, Ellensburg, WA

Assistant Professor, August 2006 - present

- Instruct 11-15 credit hours per quarter, hold office hours, and attend weekly faculty meetings.
- Consistently receive above departmental and university means on student course evaluations.
- Integration, into all courses, Blackboard eLearning and other technological innovations as tools to create effective learning environments.
- Facilitate online, web centric and traditional classes.
- Serve on departmental and university level committees.
- Advise approximately 30-40 undergraduate students per year.
- Supervise undergraduate interns.
- Mentor undergraduate researchers.

ITAM Courses Taught:

- Advertising and Sales Promotion
- Business Professional Development
- Business Communication and Report Writing
- Business Presentation Graphics
- Critical Issues in Retail Management
- Customer Relationship Management
- Educational Technology
- File Management and Windows
- International Retailing
- Introduction to Advertising
- Introduction to Business
- Introduction to Computer Applications
- Introduction to Information Technology
- Introduction to Undergraduate Research
- Leadership and Supervision
- Principles of Retailing
- Principles of Selling
- Retail Management
- Retail Management Technology
- Web Page Development and Publishing

Bachelor of Applied Science (BAS-ITAM) Program Coordinator, August 2006 – June 2007

- Supervised the inception of the BAS-ITAM program at the University Centers.
- Scheduled classes, recruited new students, advised students, created comprehensive marketing plan, reviewed student applications, and supervised adjuncts.

Adjunct Faculty, September 2000 - August 2002; September 2004 – June 2006

- Taught between 4-8 credits per quarter.
- Designed eleven online web centric/enhanced supported courses from traditional course curriculum.
- Developed curriculum for four new courses in web site design specialization.
- Assisted department in creation of web page and promotional materials.

Central Washington University**Director, Office of Undergraduate Research, August 2008 – present**

- Support and promote undergraduate research and creative activities across all disciplines university-wide.
- Coordinate undergraduate research and travel fellowship grant process.
- Oversee operational functions of the SOURCE committee.
- Co-created and presented a proposal writing workshop for undergraduates.
- Created UNIV295, Introduction to Undergraduate Research.
- Founding Editor of the *Central Washington University Journal of Undergraduate Research*
- Co-founding Editor the *Pacific Northwest Journal of Undergraduate Research and Creative Activities*

Central Washington University
College of Education and Professional Studies
Information Technology and Administrative Management Department, Ellensburg, WA

Courses Developed:

- Introduction to Undergraduate Research
- Retail Management Technology
- Cross-Cultural Comparison of Contemporary Retail Management and Technology Issues in Japan. Co-developed with Hideki Takei.
- Mobile Commerce Applications

Courses Converted (*Traditional to Online Delivery*):

- Business Professional Development
- Introduction to Undergraduate Research
- Leadership and Supervision
- Retail Management Technology

SCHOLARSHIP

Working Papers/Current Research

Wang, F., Lupton, N. A., and Rawlinson, D. R., (2010 – present). EBDMSS: A Web-based Decision Making Support System for Strategic E-Business Management, *to be submitted to International Journal of Decision Support System Technology*.

Takei, H., Lupton, N., Yama, H., Lupton, R., Comegys, C., and Rawlinson, D. R., (2010). Business Ethnics in Japan and USA. Cross-cultural survey, data collected in Japan.

Lupton, N. A., and Rawlinson, D. R., (2010 – present). Mobile Applications Innovators Tool Kit, Case study on mobile application in the STEM classroom, preparing paper for journal review – *JBest*.

Lupton, N. A. and Hoover, R. (2010), *Interpersonal Development of Adult Online Learners Who Have Had No Face-To-Face Contact with Peers or Faculty*, *to be submitted to ERIC*

Lupton, N. A., and Hoover, R. (2010). *Discovering the Interpersonal Development Process of Adult Online Learners Who Have Had No Face-to-Face*, *to be submitted to ERIC*

Lupton, N. A. (2009 – present). *Social Networking*. Survey work on ethical and legal issues surrounding Club Penguin young children online gamers, data collected.

Publications (Peer Review)

Lupton, N. A. (2010). Using Business Intelligence” to Support Undergraduate Research, *CUR Quarterly*, 30(4), p. 14.

Contributing Author

Lupton, N. A. (2005). Raising Friends While Raising Funds, *Women in Higher Education*, (Ed. M. D. Wenniger) 14(1), p. 34.

Book Contributions

Lupton, N. A. and Cohen, K., (*Forthcoming*, 2010). Utilizing a Comprehensive Marketing Plan for the Advancement of an Undergraduate Research Symposium in Public Relations, Marketing and Fund-Raising Undergraduate Research Best Practices, CUR.

Proceedings (Peer Reviewed)

Bernadas C., Lupton, N. A. and Braunstein, L., (2010, April). Fostering Interactivity as a Way to Better Teach Customer Relationship Management Online. *Proceedings of Marketing Educators' Association*, p. 77.

Lupton, R. A., Rawlinson, D. R., Lupton, N. A., Wahle, C., Braunstein, L., Watkins, S., (2010, April). Welcome to the Future: The Use of iPhone Apps in Marketing Courses. *Proceedings of Marketing Educators' Association*, p. 33.

Lupton, R. A., Rawlinson, D. R., Lupton, N. A., Price, L., Watkins, S., (2009, April). Do You Really Think Your Online Course Serves the Students Like Your Traditional Course? Assessment of Marketing and Management Web-Based Courses. *Proceedings of Marketing Educators' Association*, p. 12.

Lupton, N. A., and Lupton, R. A., (2004, April). Critical Issues of Online Learning Facing Marketing Administrators, *Proceedings of Marketing Educators' Association*, 69-75.

Lupton, N. A., and Lupton, R. A., (2003, April). Reality Check: Five Technologies Marketing Educators Need to Understand, *Proceedings of Marketing Educators' Association*, p. 4.

Lupton, N. A., and Lupton, R. A., (2001, April). The Role of a Change Agent in the Adoption Process of Service Learning as an Education Innovation for Marketing Educators. *Proceedings of Marketing Educators Association*, p. 157.

Journal/Proceedings Editor:

Founding Editor of the *Central Washington University Journal of Undergraduate Research (Peer Reviewed Journal)*

Editor (Co-founding), *Pacific Northwest Journal of Undergraduate Research and Creative Activities, 2010 (Peer Reviewed Journal)*

Lupton, N. A., and Arango, C., (2010). Central Washington University, The Symposium on University Research and Creative Expression (SOURCE), (*Includes Peer Reviewed Papers*), Co-editor, 1-168.

Lupton, N. A., and Arango, C., (2009). Central Washington University, The Symposium on University Research and Creative Expression (SOURCE), (*Includes Peer Reviewed Papers*), Co-editor, 1-168.

Journal/Proceedings Editorial Reviewer:

- Reviewer, *The International Review of Research in Open and Distance Learning*, 2010.
- Reviewer, *NASPA Annual Conference*, 2009.
- Reviewer, Marketing Educators' Association, *Conference Proceedings*, 2008.

Book Reviewer:

- Gitman and McDaniel: *The Future of Business – The Essentials*. Cengage Learning. September, 2010.
- Cox, Shook, Jensen and Halliburton: *Retail Math Workbook* – Pearson Education, March 2010.
- Ferrell, Hirt and Ferrell: *Business: A Changing World*, 7th Edition. McGraw Hill. November 2009.
- Clark and Clark: *HOW 12: A Handbook for Office Professionals*, 2009.

Institutional Reports:

- *Online Learning Faculty Survey Analysis Report*. (October, 2009). Presented to the Office of Continuing Education.
- *Vision Analysis Preliminary Findings Report* (October, 2009). Presented to the Office of the President.
- *BAS-ITAM Marketing Plan (2007-08)*. Presented to the Office of the Associate Provost.

Presentations (Peer Reviewed Papers/Abstracts)

Lupton, N. A., and Lupton, R. A., (2010, October). The Next Wave of Technology Education: Mobile Application Development, *STEMtech*, Orlando, FL, *forthcoming*.

Lupton, N. A., (2010, June). Exploring The Freshmen's Potential to Learn About and Conduct Research: The Dichotomy of Perceptions and Ways to Approach Them. *CUR National Conference*, Ogden, Utah.

Lupton, N. A., (2010, June). Where do we belong? Examining the Inconsistent Administration of Undergraduate Research Across Postsecondary Institutions. *CUR National Conference*, Ogden, Utah.

Bernadas C., Lupton, N. A, and Braunstein, L., (2010, April). Fostering Interactivity as a Way to Better Teach Customer Relationship Management Online. *Marketing Educators' Association Conference*, Seattle, WA

Lupton, R. A., Rawlinson, D., Lupton, N.A., Wahle, C., Braunstein, L., Watkins, S., (2010, April). Welcome to the Future: The Use of iPhone Apps in Marketing Courses. *Marketing Educators' Association Conference*, Seattle, WA

Lupton, R. A., Rawlinson, D., Lupton, N.A., Price, L., Watkins, S., (2009, April). Lupton, N.A. Do You Really Think Your Online Course Serves the Students Like Your Traditional Course? Assessment of Marketing and Management Web-Based Courses. *Marketing Educators' Association Conference*, Long Beach, CA

Lupton, N. A. and Hoover, R., (2008, November). Interpersonal Development of Adult Online Learners Who Have Had No Face-To-Face Contact with Peers or Faculty. *Association for the Study of Higher Education Annual Conference*, Jacksonville, FL.

Lupton, N. A., Braunstein, L., and Watkins, S. (2008, November). Evaluating Gaps in Student Services for Traditional, Commuter and Online Students. *NASPA Western Regional Conference*, Long Beach, CA.

Lupton, N. A., and Hoover, R., (2007, November). Discovering the Interpersonal Development Process of Adult Online Learners Who Have Had No Face-to-Face Contact with Peers or Faculty. *Association for the Study of Higher Education Annual Conference*, Louisville, KY.

- Lupton, N. A., (2006, November). Podcasting: A Faculty Member's Adventure into the Downloading Dimension! *Western Cooperative for Educational Telecommunications Annual Conference*, Portland, OR.
- Lupton, N. A., (2006, September). Psychosocial Development Experiences of Adult Learners Enrolled in an Online Undergraduate Degree Program. *Association of Internet Researchers Annual Conference*, Brisbane, Australia
- Lupton, N. A., and Madigan, M. (2004, November). The Spaces Between Courses: Using Weblogs to Build E-Communities. *Western Cooperative for Educational Telecommunications Annual Conference*, San Antonio, TX.
- Lupton, N. A., (2004, September). Will You Come to Lunch Next Tuesday? Introducing Ruth Harrington. 18th Annual Women in Educational Leadership Conference, Lincoln, NE.
- Lupton, N. A., Madigan, M., and Graves, D., (2004, April). Using Weblogs to Build E-Communities, *Student Research Conference*, University of Nebraska, Lincoln, NE.
- Lupton, N. A., and Lupton, R. A., (2004, April). Critical Issues of Online Learning Facing Marketing Administrators, *Marketing Educators' Association Conference*, Las Vegas, NV.
- Lupton, N. A., and Lupton, R. A., (2003, April). Reality Check: Five Technologies Marketing Educators Need to Understand, *Marketing Educators' Association Conference*, Scottsdale, AZ.
- Lupton, N. A., and Lupton, R. A., (2001, October). Integration Web-based Curriculum: Where do you fit? *Western Cooperative for Educational Telecommunications*, Coeur d'Alene, ID.
- Lupton, N. A., and Lupton, R. A., (2001, April). The Role of a Change Agent in the Adoption Process of Service Learning as an Education Innovation for Marketing Educators. *Marketing Educators' Association Conference*

GRANTS

Submitting:

NCWIT Academic Alliance Seed Fund Grant, *Recruiting and Retaining Women in Computing and Information Technology*, \$10,000. **Principal Investigator**, *Forthcoming October 2010*.

Under Review:

National Science Foundation: Information Technology Leadership Development Scholarship Program: Fulfilling the Gap between Supply and Demand. \$598,170. Submitted August, 2010. **Principal Investigator**

Funded:

Central Washington University Foundation, Len Thayer Small Grants: Expanding SOURCE to CWU Centers, March, 2010. Awarded \$1,000 for SOURCE activities. **Co-Principal Investigator**

Central Washington University Student Technology Fee Committee: SOURCE Large Format Printer. April, 2010. Awarded \$6,000 for equipment purchase to support SOURCE activities. **Principal Investigator**

Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *ADMG310, Professional Development*, \$2000.

Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2009, *ADMG372, Administrative Management*, \$2000.

Central Washington University, Undergraduate Office, Web-Based Course Development Grant, Academic Affairs, Summer 2008, *ADM201 Introduction to Business*, \$2000.

Central Washington University, Academic Computing Seed Grant: *Integrating Podcasting into ITAM Introduction to Business Courses*, January 2006. Awarded \$1000, Professional Development Funding. **Principal Investigator**

Washington Center for Information Technology: *Curriculum Development for Information Technology Education*, Spring 2003, Awarded - \$600 per year with supplement travel money. **Principal Investigator**

Central Washington University, Academic Computing Seed Grant: *Curriculum Development for eLearning Blackboard Enabler*, Fall 2002. Awarded \$1000. **Principal Investigator**

Not Funded:

National Science Foundation: Information Technology Leadership Development Scholarship Program: Fulfilling the Gap between Supply and Demand. \$579,189. Submitted September, 2009. **Principal Investigator**

Central Washington University, Equipment Grant: Infusing Retail Technology Management Equipment into the Classroom Curriculum, Submitted April 14, 2008. \$10,000, **Principal Investigator**

National Education Association Foundation, Learning and Leadership Grant: *Project Management Professional Development*, Blind Peer Review, Submitted January 2007. **Principal Investigator**

Department of Defense, *Virtual Crucible Experience for Future Force Leaders*. Submitted May 2007. Not funded. \$623,821. **Principal Investigator**

AWARDS

- CWU Alumni Association's Excellence in Teaching Award, 2009
- Excellence in Teaching and Advising, CEPS, ITAM Department, 2009
- Nominated for an Excellence in Advising award from the TRIO program, 2009.
- Nominated for NASPA Dissertation of the Year Award, 2007.

ADVISING AND UNDERGRADUATE RESEARCH MENTORING

Independent study, graduate theses, graduate projects, undergraduate research, field experiences or internships that you have directed

Student Advising and Mentoring

Formal Advising of Majors and Minors:

- 21 Advisees (2009 - present)
- 34 Advisees (2008 - 2009)
- 23 Advisees (2007 - 2008)
- 6 Advisees (2006 - 2007)

Interns Supervised

- 18 (Summer, 2009)
- 11 (Summer, 2008)

Undergraduate Research Mentor

- **22 Student Mentees (2009-2010)**

- *THE SCIENCE OF CLOTHING–WHY PEOPLE DRESS ACCORDING TO THEIR LIFESTYLE*, Dyer, Carlie; Hahn, Whitney; Giannandrea, Ashley
- *SHOPPING ALTERNATIVES: HOW ELLENSBURG CLOTHING RETAILERS ARE AFFECTED BY STUDENT BEHAVIORS*, Frauen, Shiloh; Phipps, Erika; Smith, Ashley
- *PERCEPTION AND IDENTIFICATION OF ELLENSBURG BUSINESS LOGOS*, Greenfield, Vanessa; Guild, Amy; Mackie, Sammy Jo
- *THE DENIM CONSUMER: FASHION OR CONVENIENCE?*, Helms, Danielle; Smith, Kara; Rushton, Diana
- *INVESTIGATING THE CONSUMER'S CHOICE OF USING REUSABLE WATER BOTTLES OVER DISPOSABLE WATER BOTTLES*, Lee, Reda; Campbell, Katie; Floyd, Fawn; Kamalsah, Angie (Awarded Outstanding Oral Presentation for CEPS College)
- *AN INVESTIGATION OF HOW CWU FINANCIAL AID STUDENTS SPEND THEIR REFUND CHECKS*, Moore, Tiffany; Reimer, David; Wagner, Kevin; Cook, Lindsay
- *AN INVESTIGATION OF UNIVERSITY STUDENTS' GROCERY STORE PREFERENCES AND VARIABLES WHICH AFFECT THOSE PREFERENCES*, Sewell, Katelyn; Biggs, Amanda (Awarded Outstanding Oral Presentation for CEPS College)

- **18 Student Mentees (2008-2009)**

- *SOCIAL NETWORKING: A CRITICAL ISSUE FOR RETAILERS AND CONSUMERS TODAY*, Baldwin, Patrick; Mesina, Hector; Thompson, Megan; Mackie, Sammy Jo; Meza, Guillermo
- *GOING GREEN: THE CHANGES IN THE RETAIL ENVIRONMENT INVOLVED IN SUPPORTING THE SUSTAINABILITY OF THE ENVIRONMENT*, Davis, Melinda; Dwyer, David; Cowles, Kirsten; Rudolph, Ashley
- *RETAILERS GOING GREEN: FACT OR FRAUD?*, Huston, Matthew; Carter, Michael; Brown, Annie; Petosa, John; Hoiness, Kyle
- *HOW M-COMMERCE AFFECTS CONSUMERS AND RETAILERS ON MOBILE DEVICES*, Ingles, Stephanie; Stebens, Ashley; Carey, Andrea; Martin, Amy; Martini, Jenni

- **2 Student Mentees (2007-2008)**

- *ISSUES IN RETAIL TECHNOLOGY MANAGEMENT*, Soete, Cassandra
- *SECOND LIFE AS AN EDUCATIONAL SETTING*, Daniels, Patricia

SERVICE
Central Washington University

- Provost Search Committee, August, 2010 - present
- SOURCE Executive Committee Chair, 2010 - present
- SOURCE Executive Committee Co-Chair, 2008 - 2010
- Visioning Analysis Committee, Summer, 2009.
- Undergraduate Research and Travel Fellowship Grant Committee, Ex-Officio Chair, 2008-present
- SOURCE Executive Committee Member, 2007 - 2008
- NWCCU Standard 1 Self-Study Committee, Fall 2007 – 2008

College of Education and Professional Studies (CEPS)

- College of Education and Professional Studies: *NCATE Accreditation Website Supervisor*, June 16, 2006 – May, 2007

Information Technology and Administrative Management (ITAM)

- *Co-Advisor, Networking Club, May, 2010 - present*
- *Faculty Senate Alternate (2010 - 2011)*
- *Faculty Mentor, Fen Wang, 2009 - present*
- *BAS-ITAM Program Coordinator, Des Moines Campus, August 16, 2006 – June, 2007*
- *ITAM Personnel Committee, September – December, 2007.*
- *ITAM Curriculum Committee – Web Specialization*, developed four new courses, October 2003.
- *ITAM Webmaster*, initiating and developing web presence, one credit release time each quarter. Academic years 2000 – 2002.

Community Service:

- Community Service: *Database Development*, Gallery One, Ellensburg, WA, Developed new membership database, major class projects; September, 2006 – November, 2007

PROFESSIONAL AFFILIATIONS

- Council of Undergraduate Research (CUR), member, July 2008-present
- Council of Undergraduate Research – Institutional Liaison – October, 2008- present
- Student Affairs Administrators in Higher Education (NASPA), Member, August 2007-present
- Association for the Study of Higher Education (ASHE), member 2007 - present
- Association of Internet Researchers (AOIR), member 2006
- Marketing Educators' Association (MEA), member 2001 – 2004; 2007 - present
- Women in Higher Education (WHE), member 2004 – 2005
- Western Cooperative for Educational Telecommunications (WCET), member 2001, 2004, 2006

PROFESSIONAL DEVELOPMENT

- 2010 CUR National Conference, Ogden, UT
- SPSS Text Analysis Training Program (August, 2009)
- Attended 2009 CUR Institute: Initiating and Sustaining Undergraduate Research

Programs, May, 2009. *This program directly contributed to my role as Director of Undergraduate Research.*

- Professional Development: *How to deal with difficult people*, Career Track Workshop, Yakima, WA, integration of curriculum into ITAM Business Professional Development course, January 2006.

PROFESSIONAL EXPERIENCE

Purple Haze Creative Laboratory, Ellensburg, WA

Owner/Artist

August 2005 – present

- Owner of original art studio specializing in digital creations and photography.

Academic Achievement Programs, Central Washington University, Ellensburg, WA

Supplemental Instruction Coordinator

September 2004 – December 2005

- Coordinated supplemental instruction sessions – peer-led student study groups for the most challenging courses on campus. The program provided an opportunity for over 700 students per quarter to participate.
- Identified and targeted courses which were best served by supplemental instruction.
- Hired, trained and supervised ten student employees per quarter.
- Developed and maintained relationships with faculty members across disciplines seeking support for supplemental instruction within their classes.
- Maintained and managed program budget.

The Learning House, Inc., Louisville, KY

Online Course Content Writer – Contract Consultant

September 2004 – April 2005

- Created curriculum including course objectives, comprehensive textbook content and test bank items for graduate level online courses in educational administration.
- Worked independently based on set deadlines.

Pearson Educational Measurement

SAT Essay Online Assessment

March 2005 – October 2005

- Worked independently assessing SAT essays online within set time periods.

Colorado Mountain College

Glenwood Springs, Colorado

Adjunct Computer Faculty - August 1998 – August 1999

- Part-time instructor of computer application classes.

Office of Service-learning and Volunteer Programs, Colorado State University, Fort Collins, CO

Graduate Assistant, Service Integration Project

August 1997 - July 1998

- Assisted in recruiting community service-learning projects for faculty.
- Trained university students and community members in service learning concepts.
- Assisted in the marketing of service-learning programs to faculty and community partners.

- Responsible for planning, editing and designing bimonthly newsletter, the Service-learning *LINK*.
- Designed office database, web page and promotional PowerPoint presentation. Assisted in computer training of office staff.

City University Slovakia, Trencin, Slovakia

Business Instructor – August 1995 – December 1996

- Full-time instructor of information technology, business administration, and English as a Second Language courses to Slovak students in English.
- Managed student computer lab operations.
- Taught 12-15 credit hours per quarter, held office hours, and attended faculty meetings.
- Advisor to the first Marketing Club in Slovakia.
- Traveled to university remote sites abroad to administer short-term classes in business administration.
- Consistently received exemplary student course evaluations

Western Data Services, Las Cruces, NM

Marketing Representative

November 1994 - July 1995

- Responsible for planning and implementing all marketing activities to increase growth for the company.
- Activities included conducting direct mail training seminars for local business owners, preparing all promotional material and conducting all sales calls within the southern area of New Mexico.

Marketing Department, College of Business, Colorado State University, Fort Collins, CO

Undergraduate Research Assistant

October 1993 - July 1994

- Assistant to the principal investigator for drug prevention grant funded by the National Institute on Drug Abuse.
- Disseminated drug prevention information to counselors, parents and community leaders on a national level.

Fort Collins Area Chamber of Commerce, Fort Collins, CO

Internship: Assistant to the Director of Membership

April 1991 - November 1991

- Assisted Director of Membership in marketing the Chamber to members and nonmembers in the Northern Colorado area.
- Responsible for recruiting nonmembers to join the Chamber.
- Responsible for assisting organization of *Business After Hours* for Chamber members.
- Responsible for researching, writing, and producing brochures, flyers and other promotional material to market the Chamber.

Curriculum Vitae (As of July, 2010)

Hideki Takei

Business address: Central Washington University
400 E. University Way
Ellensburg, WA 98926
U.S.A.

Telephone: 509-963-2617
E-mail: takeih@cwu.edu

Home address: 303 E. Kristen Avenue
Ellensburg, WA 98926
U.S.A.

Telephone 509-899-5655
E-mail: hidekitakei@hotmail.com

Education:

D.B.A, International Business, Southern New Hampshire University, NH, USA, 2004.
M.S., International Business, Southern New Hampshire University, NH, USA, 2001.
M.B.A. and Graduate Certificate in Marketing, Southern New Hampshire University,
NH, USA, 1998.
B.A., Economics, Josai University, Saitama, Japan, 1995.

Certificates:

Life Strategy Coach, The Spencer Institute, CA, USA, 2010.
Retail Sales Specialist, Chamber of Commerce and industry, Japan, 1995.

Employment:

Assistant Professor of Information Technology and Administrative Management; The
Department of Information Technology and Administrative Management, Central
Washington University, USA, 2009 -
Assistant Professor of International Business; The Department of Accounting, Business &
Economics, Juniata College, USA, 2007 - 2009
Senior Lecturer of Business, City University of Seattle in Slovakia/ Vysoka Skola
Manazmentu (VSM), Slovakia Republic, 2005-2007.
Lecturer of Business, City University of Seattle in Slovakia/VSM, Slovakia Republic,
2004-2005.
Adjunct Faculty of International Business, Southern New Hampshire University, USA,
2000-2004.
Researcher, The Tokyo Survey Research Co., Japan, 1998-1999.

Appointments:

Faculty Representative, the Trustee Committee on Advancement and Marketing, Juniata
College, USA, 2008 - 2009
Committee Member, Intercultural Assessment Committee, Juniata College, USA, 2008-
2009.
Student Academic Advisor, Juniata College, USA 2008-2009
Student General Advisor, Juniata College, USA 2008-2009
Faculty Advisor of the Japanese Club, Juniata College, USA, 2007-2009
Senior Visiting Researcher, Keio University SFC Research Institute, Japan, 2005-2008.
Council Member, Rector's Council, City University of Seattle in Slovakia/VSM, Slovak
Republic, 2006-2007.

Head, Department of Marketing and Communications, City University of Seattle in Slovakia/VSM, Slovak Republic, 2006-2007.
Field expert of marketing strategy, E-learning program development team, City University of Seattle in Slovakia/VSM, Slovak Republic, 2006-2007.
Committee, Scholastic Honesty Committee, City University of Seattle in Slovakia/VSM, Slovak Republic, 2005-2006.
Founding Director, The Center for Advanced Business Studies, City University of Seattle in Slovakia/VSM, Slovak Republic, 2004-2007.
Editorial Board Member in the area of board selection practices, "Corporate Board: Role, Duties & Composition," 2004-2006.

Professional experience:

Director of the Center for Advanced Business Studies: 3 years' experience as a founding director of the center. Worked for initiations, establishment and promotion of the center. Designed operation and development plans. Designed and implemented corporate training programs and summer programs. Issued the CABS Journal of Management in 2006 (ISSN 1337-0650).

Field expert of marketing strategy: Became responsible for designing, developing, implementing and supervising new e-learning courses in the field of marketing strategy. The courses were Marketing Strategy (undergraduate course) and Advanced Marketing Strategy (MBA course).

Head of the Department of Marketing and Communications: Participated in task forces for faculty development, teaching assessment, recruiting and community contributions. Reviewed current curriculum and syllabus of the department. Organized and led department-wide research and educational project such as a cross-national e-learning project with a US university.

Member of Rector's Council: Developed university-wide strategic plans including faculty management, university governance, new program development. Especially, I was in charge of international study programs, international scholastic network building and faculty development. Main achievements include establishments of relations with the Central and Eastern European University Network, Beijing Wuzi University and Keio University Shonan Fujisawa Campus Japan.

Publications:

Yuichi Ito, Hideki Takei, Philip Fellman, and Roxana Wright, "Labour Mismatch in Japan: An Empirical Analysis", *Research in Applied Economics*, 1-20, December 2009.

Yuichi Ito and Hideki Takei, "Empirical Analysis of Labor Mismatch in Japan", *The CABS Journal of Management*, 22-29, Spring 2007.

Hideki Takei, "Strategic Ethics Management for Effective Corporate Governance of Multinational Enterprises: Strategic Policies, Concepts and Frameworks", *The CABS Journal of Management*, 62-76, Fall 2006.

Hideki Takei, "Theoretical Explanations of Hybridization Process of Governance with Evolutionary Game, Multiple Optima, and Path Dependence", *Corporate Ownership & Control*, 28-39, Winter 2005.

Philip Fellman, Hideki Takei and Roxana Wright, "Non-equilibrium Dynamics and the Globalization of Knowledge in the Japanese Debt Crisis", *Journal of Present Research in Global Business*, 97-106, Fall, 2003.

Hideki Takei and Philip Fellman, "Corporate Governance and Human Resource Management: The Hybrid Integrated Governance Model", *Journal of Present Research in Global Business*, 69-78, Fall 2002.

Hideki Takei, "The Changing Structure of Japanese Management and Corporate Governance", *Southern New Hampshire University Benchmark*, Winter/Spring 2000.

Book chapters:

Hideki Takei, "Hybrid Corporate Governance Model", *Japanese Restructuring of Financial Management and Systems*, November 2002, Senbundo Co., Japan.

Hideki Takei and Philip Fellman, "U.S. Holding Corporate Strategy", *Group Business Strategy: Theory and Practice*, September 2001, Tokyo Economic Information Publishing Co., Japan.

Papers Presented at Conferences

Hideki Takei, Robert Trumpy, and Fen Wang, "An Experimental Test for the Hybrid Education Model for Introductory Business Courses at Small Liberal Arts Institutions", Presented at the 15th SOURCE, May/20, and published in the proceeding of SOURCE.

Hideki Takei, Robert Trumpy, and Fen Wang, "A New Model of Education for Introductory Level Marketing Courses: Experimental Result", Presented at the 34th Annual conference of the Marketing Educators' Association, April/10, and published in the proceeding of the conference.

Hideki Takei, "Can Kaizen Approach be used in Small Business Community Development in Rural Region?", Presented at the 24th World Congress of the Czechoslovak Society of Arts and Sciences 50th Anniversary, September/08, and published in the proceeding of the congress. This research was financially supported by The Coleman Foundation Funds, Juniata College Center for Entrepreneurial Leadership, U.S.A.

- Hideki Takei, "A New Model of Education for Introductory Level Marketing Courses", Presented at the Marketing Educators' Association Annual Conference, April/08, and published in the proceeding of the conference.
- Hideki Takei, "Assessment of Generally Suggested Success Factors of Human Relations in Central and Eastern Europe: Cases of Bulgaria and Slovakia", Presented at the Society for Advancement of Management International Business Conference, April/08, and published in the proceeding of the conference.
- Philip Fellman, Hideki Takei and Jonathan Post, David Doyon, Roxana Wright and Matthew Dadmun, "Japanese Corporate Strategy, Nash Equilibrium and First Mover Advantage" Presented at Association for Japanese Business Studies, June/07, and published in the proceeding of the conference.
- Robert Lupton, Hideki Takei and David Rawlinson, "Cross-national E-learning Project between Slovak and U.S. Marketing Students: Cross-national E-learning Success Factors and Student Performances". Presented at the 2007 Marketing Educators' Association Annual Conference, Apr/07, and published in the proceeding of the conference.
- Roxana Wright, Philip Fellman and Hideki Takei, "Path Dependence, History and Convergence in Central and Eastern Europe". Presented at Association for Global Business 2006 Annual Meeting, Nov/06, and published in the proceeding of the conference.
- Hideki Takei, "Managing Employees in Slovakia and Bulgaria: Success Factors and Strategic Implications." Presented at The World Conference of Czechoslovak Society of Arts and Sciences, June/06, and published in the proceeding of the conference.
- Tsuneo Takei and Hideki Takei, "Comparative Study on Senior Employees, HRM, and Leadership in Japan and United States." Presented at Academy of International Business-NE conference, Oct/03, and published in the proceeding of the conference.
- Philip Fellman, Hideki Takei and Roxana Wright, "The Problems of Path Dependence, Externalities, Transaction Costs and Information Asymmetries in Japanese Corporate Governance: An Overview." Presented at Academy of International Business-NE conference, Oct/03., and published in the proceeding of the conference.
- Philip Fellman, Hideki Takei and Roxana Wright, "Japanese Corporate Governance in a Globalized Knowledge Economy" Presented at Association for Japanese Business Studies, 2003, and published in the proceeding of the conference.
- Philip Fellman and Hideki Takei, "Statistical Mechanics, Comparative Institutional Analysis and Hybrid Integrated Governance: A New Conceptual Paradigm for Japanese Corporate Governance." Presented at Association for Japanese Business Studies, The 16th annual conference, Montreal, Canada, June/03., and published in the proceeding of the conference.

Hideki Takei, "The Commitment-based Hybrid HRM Model Concept." Presented at The Academy of International Business U.S. Midwest Chapter Conference, March/03., and published in the proceedings of the conference.

Hideki Takei, "Japanese Corporate Governance, Culture, History, and Hybrid Model." Presented at The Academy of International Business U.S. Southwest Chapter Conference, March/03., and published in the Southwest Review of International Business Research (the conference proceedings).

Hideki Takei, Philip Fellman, and Kimiyoshi Miura, "Restructuring the Japanese Corporation through Hybrid Integrated Corporate Governance." Presented at The Academy of International Business U.S. Southeast Chapter Conference, Nov/02., and published in the conference proceedings.

Hideki Takei and Philip Fellman, "Hybrid Integrated Governance and Japanese Corporate Restructuring." Presented at Academy of International Business-NE conference, September/02., and published in the proceeding of the conference.

Hideki Takei and Philip Fellman, "Corporate Governance, Core Competency and Human Resource Management: A New Comparative Model." Presented at Association for Japanese Business Studies, The 15th annual conference, St Luis, June/02., and published in the proceeding of the conference.

Hideki Takei and Philip Fellman, "Corporate Structure, Culture and Governance in 21st Century Japan." Presented at the Institute for Behavioral and Applied Management, 2002., and published in the proceeding of the conference.

Hideki Takei and Massood Samii, "Comparative Performance of IPO in Japan and United States." Presented at Academy of International Business-NE conference, June/01., and published (one page abstract) in the proceeding of the conference.

Working Papers

Hideki Takei and Yuichi Ito, "Corporate Governance and Control in Cross-national Organizations based on Ethical Relativity", published as Keio SFC Working Paper Series, N118, (2007).

Hideki Takei and Yuichi Ito, "Human Resource Management and Governance in the Central and Eastern Europe- Case studies in Bulgaria and Slovak Republic-", published as Keio SFC Working Paper Series, N119, (2007).

Research Activities and Initiatives

Completed 15.00 hour course works equivalent (Small Business and Entrepreneurship) of Auburn University Outreach Program at United States Association for Small Business and Entrepreneurship Annual Conference, TX, January 2008. Certificate of completion was issued on April 6, 2008.

Presentation: The remark of the Japan-Europe academic cooperation
June 5/06
Central and Eastern European University Network Presidency Meeting at University of Udine, Italy.

Joint Research: Cross-national/Cross-cultural education through blended learning
March/06

Joint researcher: Dr. Robert A. Lupton, Central Washington University, USA.
Working paper: "Cross-national/Cross-cultural education through blended learning"

Joint Research: Strategic Ethics Management in Japanese Banking Industry
June/05– June/06
Joint researcher: Prof. Tomomi Yanagisawa, Josai University, Japan.
Working paper: "Strategic Ethics Management in Japanese Banking Industry"

Presentation: "Corporate Rating System, Corporate Scandals, Corporate Governance, and International Business Management"
October 10 to 13, 2002
University of Missouri, Kansas.
Co-presenter: Kimiyoshi Miura, Ph.D., Bunkyo Gakuin University, Japan.

Presentation: "Corporate Rating System, Corporate Scandals, Corporate Governance, and International Business Management"
October 3 to 6, 2002
Auburn University.
Co-presenters: Dr. Kimiyoshi Miura, Bunkyo Gakuin University, Japan.
Dr. Masato Kimura, University of Toronto, Canada.

Presentation: "Comparative Study on the Corporate Rating Systems between US and Japan"
July 3, 2002
Southern New Hampshire University
Lead Presenter: Dr. Kimiyoshi Miura, Bunkyo Gakuin University, Japan.

Presentation: "International Corporate Governance: Comparative Study on US, German, and Japanese mode"
March 2, 2002
Chuo University, Tokyo, Japan

Current Research Interests

Study abroad program development and assessment
Small business community development based on Kaizen approach
Marketing and business education model development
E-learning
Cross-national and Cross-cultural education
Human Resource Management
Corporate Ethics
Retailing
Corporate Governance and Control
Organizational Strategy

Professional Memberships

Academy of International Business, USA.
Association for Japanese Business Studies. USA.
SVU, USA.
Academic Association for Organizational Science, Japan.

Grants Awarded

The Coleman Foundation Funds, Juniata College Center for Entrepreneurial Leadership, U.S.A. (May, 2008).

The Coleman Foundation Funds for US Small business and entrepreneurship study, the United States Association for Small Business and Entrepreneurship, U.S.A. (January, 2008)

European Union Social Funds for e-learning program development, City University of Seattle in Slovakia/Vysoka Skola Manazmentu, Slovakia (March, 2006)

Doctoral student grant, Southern New Hampshire University, School of Business, International Business Department (September, 2001).

Doctoral student grant, Southern New Hampshire University, School of Business, International Business Department (September, 2000).

Doctoral student grant, Southern New Hampshire University, School of Business, International Business Department (September, 1999).

Teaching subjects:

Juniata College

- Senior Seminar (Capstone Course)
- Introduction to Business
- The Management Process
- Investment Analysis
- Portfolio Management

Southern New Hampshire University & City University of Seattle in Slovakia/VSM (Master programs)

- Advanced Marketing Strategy
- Human Resource Management
- International Business
- Marketing Management
- Multinational Corporate Environment
- Multinational Corporate Management

Southern New Hampshire University & City University of Seattle in Slovakia/VSM (Undergraduate programs)

- Advertising
- International Business
- International Management
- International Marketing
- Marketing Fundamentals
- Marketing Strategy

City University of Seattle in Slovakia/VSM (The Center for Advanced Business Studies)

- Strategic Planning and Management for Business Organizations
- Teaching Methods at Business Schools

References

Dr. Massood V. Samii
Professor and Chairman of International Business Department
School of Business, Southern New Hampshire University
2500 North River Road Manchester, NH 03106
U.S.A.
Telephone: 603-644-3117
e-mail: m.samii@snhu.edu

Prof. Scott Mason
Dean, City University of Seattle in Bulgaria
4 Todor Zhivkov Sq
P.O. Box 78
2161 Pravetz
Bulgaria
Telephone: +359887994339
Business Telephone: +359 7133 2511
e-mail: smason@cutn.sk

ROBERT J. TRUMPY

333 Watson Cutoff Road * Cle Elum, WA 98922 * 509-674-5847 *
trumpyr@cwu.edu

EDUCATION

Doctor of Education

March 2007

Educational Leadership: Higher Education Administration
Seattle University, Seattle, WA

Dissertation: "The Impact of an Academic Recovery Program on Underperforming First-Year College Students' Retention, GPA, and Credits Earned"

Master of Arts in Human Development

December 1981

Saint Mary's University of Minnesota - Winona, MN

Bachelor of Arts in Social Work

May 1980

University of Wisconsin-Madison, Madison, WI

PROFESSIONAL LICENSES AND CERTIFICATIONS

- **LCSW** - Licensed Clinical Social Worker, State of Wisconsin Department of Regulation and Licensing
- **LMHC** - Licensed Mental Health Counselor, State of Washington Department of Health
- **Strong Interest Inventory Interpretation**
- **Myers-Briggs Type Indicator Interpretation**
- **NIMS-National Incident Management System**
- **CISM-Crisis Incident Stress Management**
- **Prime for Life-Talking About Alcohol: Training of Trainers**

PUBLICATION

Trumpy, R. (2008). "The Impact of an Academic Recovery Program on Underperforming First-Year College Students' Retention, Grade Point Average, and Credits Earned." *Retention Success* (March, 2008).
<https://www.noellewitz.com/myNoelLevitz/Client+Communities/RM/Retention+Success+March+2008.htm>

UNPUBLISHED MANUSCRIPTS AND WHITE PAPERS

Trumpy, R. (2009). "The Status of Freshman Retention at Central Washington University: An overview and analysis of recent data, trends, and initiatives." Ellensburg, WA: Central Washington University.

Trumpy, R. (2005). "Classroom Engagement and Major Advising as Integral Components in First-Year Retention and Six-Year Graduation Rates at Central Washington University." Ellensburg, WA: Central Washington University.

SELECTED CONFERENCE PRESENTATIONS

- Takei, H., Trumpy, R. & Wang, F. (2010). The Hybrid Educational Model. Paper presented at the Annual May 2010 Central Washington University SOURCE Conference, Ellensburg, WA.
- Takei, H., Trumpy, R. & Wang, F. (2010). A New Model of Education for Introductory Level Marketing Courses: Experimental Result. Paper presented at the annual April 2010 Management Education Association Conference, Seattle, WA.
- Trumpy, R., Johnson, J., & Gelatt, C. (2006). *The Impact of an Academic Recovery Program on Underperforming First-Year College Students' Retention, G.P.A., and Credits Earned*. Research and academic recovery model were presented at the NASPA International Assessment and Retention Conference, Phoenix, AZ.
- Trumpy, R. (2001). *New Strategies, Perspectives, and Enforcement of Underage Drinking on Campus*. International Association of College Law Enforcement Agencies, Spring Conference, Eugene, OR.
- Trumpy, R. (2000). *The Reduction of High-Risk Alcohol Consumption May be More Effective than Supporting Responsible Drinking for Reduction of Alcohol Problems on Campus*. State of Washington Department of Alcohol and Substance Abuse, Fall Prevention Conference, Yakima, WA.
- Trumpy, R. (1999). *Using a Risk-Reduction Model for Impacting on College Students' Quantity and Frequency Choices with Alcohol*. Pacific Northwest Spring 1999 Conference on Collegiate Wellness, Ellensburg, WA.

RESEARCH EXPERIENCE

Dissertation (8/06-11/06)

The Impact of an Academic Recovery Program on Underperforming First-year College Students' Retention, Grade Point Average, and Credits Earned.

Examining the differences in outcomes between experimental and control groups drawn from two distinct consecutive three-year samples of first-year college students on warning and/or probation following the first two out of three quarters of their first college year. Sample groups were matched with admission index scores developed by the State of Washington. Retention was assessed via chi-square, while both G.P.A. and credits earned were examined using both *t* and ANOVA. Both retention and G.P.A. results were statistically significant within the experimental group.

SELECTED CONSULTATION

Fresno State University, Fresno, CA, Department of Athletics- **Implementing an Athlete Assistance Program**. (February 1985)

University of Bridgeport, Bridgeport, CT, Division of Student Affairs- **Implementing a College Student Assistance Program**. (June 1991)

Elmira College, Elmira, NY, Department of Athletics- **Responding and Intervening with Alcohol and Substance Abuse by Athletes**. (March 1994)

Palm Beach-Currumbin High School, Palm Beach, QLD. Australia- **Training Teachers to Present Curriculum that Reduces High-Risk Alcohol Choices of Students.** (July 1995)

AWARDS and NOMINATIONS

Excellence in Leadership Award, Center for Excellence in Leadership, Central Washington University. (June 2000)

Outstanding First-Year Student Advocate Award, The National Resource Center for the First-Year Experience and Students in Transition. Nominated by Dr. Jerilyn McIntyre, CWU President. (2004)

PROFESSIONAL AFFILIATIONS

- | | |
|---|---------------------------------|
| Alcohol Task-Force | May 1999 - June 2000 |
| Central Washington University, Ellensburg, WA | |
| Team Leader: implemented parental notification and alcohol sanction procedures | |
| American College Health Association | November 1999- |
| Association for the Study of Higher Education (ASHE) | November 2003- |
| Board of Health Advisory Committee | September 1998- |
| Kittitas County, WA | |
| Member-at-Large: advised on health department on tobacco settlement distribution, County healthcare, prevention, annual budget, and disease outbreak response | |
| Campus-Community Coalition on Alcohol | May 2004- |
| Central Washington University, Ellensburg, WA | |
| Emergency Management Council | 2006- |
| Member, Central Washington University | |
| The Ernest Becker Foundation | 2007- |
| Outreach Committee | September 1998 - September 2000 |
| Kittitas Valley Community Hospital, Ellensburg, WA | |
| Member-at-Large for hospital-related marketing, health library, and fundraising | |
| National Association of Student Personnel Administrators (NASPA) | March 2004- |
| National Academic Advising Association (NACADA) | September 2005- |
| Northwest Association of Student Affairs Professionals (NASAP) | October 1998- |
| Wisconsin Association on Alcohol and Other Drug Abuse (WAAODA) | 1987 - 1998 |
| Member, Executive Committee; Chairperson, Conference Committee | |

TEACHING EXPERIENCE

Lecturer: *Leadership and Supervision- ADMG 372*, Department of Information Technology and Administrative Management, Central Washington University
Winter and Spring Quarters-2009

Lecturer: *Academic Advising Seminar for First-Year Students-University 101*, Central Washington University: Fall Quarter 2007

Lecturer: *Teaching: An Orientation-EDF 301*, Department of Education, Central Washington University
Spring Quarter 2007

Adjunct: *Talking With Your Student About Alcohol Prevention Curriculum*, University of Wisconsin-Stevens Point
1994-1997

Adjunct: *Talking With Your Students About Alcohol Prevention Curriculum*, University of Wisconsin-Platteville
1993

Adjunct: *Talking With Your Students About Alcohol Prevention Curriculum*, National-Louis University
1993

PROFESSIONAL EXPERIENCE

Assistant Professor of Administrative Management, Department of Information Technology and Administrative Management, Central Washington University
September 2009-Present

Senior Director of Student Health and Counseling Services July 2008 – August 2009

Senior Director of Student Health, Counseling and Wellness September 2004 - 2008
Student Health, Counseling, and Wellness Services, Central Washington University, Ellensburg, WA

Director of Health and Counseling September 1998-September 2004

Administration

- Administer integrated Medical/Health, Counseling, and Wellness centers
- Service area staff include: wellness/prevention and health education professionals, AOD/sexual assault counselor, psychologists, counselors, physicians, mid-level practitioners, lab/x-ray technicians, nurses, transcriptionists, and medical records and accounts receivable secretaries
- Manage \$1.9 million annual budget supported through a combination of mandatory student fees, and student ancillary charges
- Oversee 20 permanent professionals, eight temporary professionals, and 20 student employees
- Lead management team consisting of Director of Counseling, Medical Director, Director of Wellness Center, and Business/Office Manager

- Supervise and direct all personnel searches, development of policies and procedures, staffing patterns, budget, and assist with university communicable disease outbreak/emergency management plan and implementation
- Medical Director and Director of Counseling oversee student medical and psychological deferments for financial aid, class withdrawals, and academic waivers

Case Management/Staffing of Multi-Disciplinary Team

- Instituted bi-weekly case reviews of concurrent counseling/medical clients - team includes all medical and counseling clinicians with consulting psychiatrist and provides direct counseling to non-traditional, academically underachieving, ADD/ADHD, couples, LD students, and parents
- Medical Center accredited by AAAHC, PPO for Supplemental Health Insurance
- Counseling Center: pre-doctoral internship program is APPIC and APA certified
- Wellness Center using best practice for sexual assault response, alcohol prevention, health education, and supporting low-risk sex activity
- Advisor to Student Health Advisory Committee
- Response to on-campus emergencies

Chair of Campus Student Retention Team

- Member of First-Year orientation team for parents and students
- Coordinate Noel-Levitz CSI and at-risk interventions for first-year students
- Lead academic recovery programs for freshmen on warning/probation
- Academic mentoring for students on academic warning/probation
- Train RA's, AC's using alcohol prevention curriculum "Prime for Life"
- Provide training on CSI for U-101 instructors and new faculty

Grant Writing/State Supplemental Funding Proposals

- FIPSE, US-DHHS, CSAP, US-DOE, NHTSA, NCAA, WA first-generation/low-income

Executive Director

November 1990 - August 1998

National Health & Awareness Services, Inc., Madison, WI

Consultant/Trainer

- AODA/At-Risk Consultant/Social Worker and group facilitator for K-12 school districts
- Provided Student/Employee Assistance Programs, and AODA/Mental Health Administrative support (JCAHO, program development, and marketing).
- Facilitated RA/at-risk training with Connecticut Higher Education System 1990-1991, including CCSU, SCSU, U of Bridgeport, U of Hartford, and ECSU.
- Presenter/trainer for Elmira (NY) College athletic department. Workshops include conflict resolution, mediation, RA training, prevention curriculum, and peer education.

Adjunct

- Taught undergraduate and graduate classes on at-risk assessment and K-12 prevention curriculum for UW-Platteville, UW-Stevens Point and National-Louis University

Director

August 1986 - November 1990

Parkside Lodge of Wisconsin - Edgerton Youth Program

Edgerton, WI

Administration

- Directed 16-bed adolescent behavioral health (AOD/psychiatric) inpatient

- Transformed program into a corporate and regionally recognized facility for quality patient care
- Managed staffing patterns, developed programs, coordinated accreditation and daily operations requirements, and all monthly and annual reports
- Achieved record-setting census and annual revenues of \$1.1 million
- Developed and implemented outpatient and inpatient assessment programs and facility's first volunteer program
- Improved communication systems with general hospital administration and management teams

Clinical Supervision

- Supervised 21 staff comprising counselors, technicians, medical director, consulting psychologist, community relations representative and purchased services
- Recruited, hired and evaluated all staff
- Revitalized inter-disciplinary staffing and team meetings

Financial Management

- Developed and implemented \$990,000 annual expense budget
- Directed all HMO/managed care contracts, continued stay and admission criteria for insurance reimbursement

EAP/SAP Consultation

- Presented at professional conferences
- Guest lecturer for UW-Madison and UW-Whitewater counselor/teacher education classes
- Facilitated workshops for college and high school student services personnel in AODA and broad-brush assessment, prevention, and treatment issues

Consultant

October 1984 - August 1986

Heitzinger and Associates, Madison, WI

Student Assistance Program Development

- Planned and coordinated workshops for school and community organizations
- Trained teachers and counselors concerning group facilitation and curriculum development
- Presented student and community awareness sessions for over 30 school systems nationwide

Employee Assistance Program Development/Supervisory Training

- Designed and facilitated training workshops for supervisors, staff, and administration for Rocky Rococo and Company, Wisconsin Power and Light, City of Madison, Dairyland Power, and Madison Newspapers, Inc.
- Provided assessment, crisis intervention and drug testing consultation

RA and Athlete Assistance Program Development

- Trained staff and student athletes for University of Wisconsin-Madison, Ohio State, Fresno State, Wisconsin Interscholastic Athletic Association, Ohio High School Athletic Association and Riverside California School District
- Trained on assessment, intervention, athletic code development and drug testing procedures

Administrative Consultation

- Conferred and collaborated with school boards, district administrators, athletic directors and personnel officers

**Chemical Dependency Counselor
Adolescent Specialist**

June 1980 - October 1984

NewStart (formerly Alcoholism Program and Education Center) Outpatient Clinic
Madison General Hospital, Madison, WI

Adolescent Group, Individual and Family Therapy

- Facilitated family therapy, couple's counseling, and continuing care groups for recovering and COA adolescents

Outpatient Adolescent Services

- Monitored adolescent staffing patterns
- Coordinated school and parental contacts
- Supervised graduate students

Adolescent Assessment Procedure

- Designed procedures and worked closely with local high school system's SAP's
- Provided in-service training and assessments
- Developed assessment and referral procedures for adolescent inpatient services

Created and Facilitated Dane County's (WI) First Parents' Group

- Created innovative parents' group exploring couples' communication, tough love concepts, home contract, family systems and intervention services

Coordinated PR and Outreach

- Facilitated speaking engagements, radio interviews, and publications

SELECTED ACTIVITIES/INTERESTS

- Mountain climbing: Mt. Rainier (8/00), Mt. Adams (9/02), Mt. Shasta (6/10, 7/07)
- Backpacking: Inca Trail, Peru (7/04); Grand Canyon (3/03, 6/06, 10/07, 3/09)
- Licensed Private Pilot since 8/92
- Musician: guitar, bass, vocals, composition

Fen Wang

<http://www.cwu.edu/~wangfen/>

Fen Wang
ITAM @ CWU, MS 7488
400 E. University Way
Ellensburg, WA 98926
Phone#: 509-963-1444
E-mail wangfen@cwu.edu

Education

PhD Information Systems GPA 4.0/4.0

Dissertation: Intelligent Decision Support for Strategic E-Business Management

Thesis Advisor: Dr. Guisseppi Forgionne

May 2006 University of Maryland Baltimore County Baltimore, MD, USA

MS Information Systems GPA 4.0/4.0

May 2004 University of Maryland Baltimore County Baltimore, MD, USA

BS Management Information Systems (Major) GPA 3.9/4.0

BA Science and Technology English (Minor) GPA 3.9/4.0

July 2002 School of Management, Tianjin University Tianjin, China

Teaching & Research Interests

- Intelligent Decision Support Technology
- Web-based Application Development
- Database Management Systems & Data Mining
- Service-Oriented Architecture & E-Business Strategy
- MIS and Modern Project Management

Teaching Experience

Assistant Professor (ITAM program)

Courses taught: Project Management, Projects in Database, Enterprise Database Systems – SQL, Web Fundamentals

2009- present Central Washington University, Ellensburg, WA, US

Assistant Professor (Director of MIS program)

Courses taught: Principles of Information Systems, Database Management Systems, IS Analysis & Design, Decision Support and Intelligent Systems, E-Commerce, Dynamic Web Development, IT Project Management, Object-Oriented Software Development, Computer Programming (C++, Java, VB.NET), Game Design & Development, Data Mining & Warehousing

2005- 2009 Eastern Nazarene College Quincy, MA, US

Teaching Assistant (Information Systems Program)

Course titles: Human Factors in Computer Systems Design, Web Development, Foundations of Information Systems, Decision Making Support Systems, Special topics in Information Systems (*Business Applications*)

2002- 2005 University of Maryland Baltimore County Baltimore, MD, US

Faculty Advisor for New Student Orientation (selected via campus-wide competition and identified as an excellent advisor possessing good communication & curriculum advising skills and genuine concerns for students)

2004- 2005 Office of Academic Services, University of Maryland Baltimore County

Summer Research Graduate Mentor for the program of "Human Computer Interaction Undergraduate Summer Research 2004" funded by the National Science Foundation (NSF), providing advising support for selected UG students across USA Summer 2004 Information Systems Dept., University of Maryland Baltimore County

**Professional
& Research
Experience**

**Lab Instructor: Decision Support Systems (VBA for Modelers-
Developing DSS with Microsoft Excel)**

2002- 2003 University of Maryland Baltimore County Baltimore, MD, US

Instructor: Database Processing Systems

2001- 2002 Management Information Systems Dept. Tianjin University, China

Professional Trainer: Information Systems Assurance

1999- 2001 Anshan Advanced Adult Training Center Anshan, China

Collaborative Decision Support and Knowledge Management: develop an integrative evaluation framework for collaborative DSS; development and evaluation of the ontology-based KMS in support of IT services and Web standards 2009- present, ITAM Dept., Central Washington University, Ellensburg, WA, US

In collaboration with:

Sellinger School of Business and Management, Loyola College in Maryland, Baltimore, MD, USA & Department of Information Systems, Autonomous University of Aguascalientes, Aguascalientes, AGS, Mexico

Web-based Decision Aid and E-Commerce Customer Service:

investigate on how web-based decision technologies can be utilized to provide intelligent support to improve business efficiency and effectiveness

2009- present, ITAM Dept., Central Washington University, Ellensburg, WA, US

2006- 2009 MIS Program, Eastern Nazarene College Quincy, MA, USA

In collaboration with:

scholars in the Department of Information Systems, University of Maryland Baltimore County, USA, & College of Business Administration, The University of Alabama in Huntsville

Railroad Galaxy E-business Strategic Management (established an E-business strategy model, developed an intelligent decision support system to deliver the model, collected and analyzed the real business data from an eBay store using SAS software to test the decision support effectiveness)

2004- 2006 University of Maryland Baltimore County Baltimore, MD, USA

Preventing Suicide Network (PSN) - Phase II funded by the National Institute of Mental Health (NIMH) - Intelligent Agent Technology

(Intelligent agent technology utilized in complex personalized Web information retrieval and real time decision making support and evaluation, network communication, administration, and intrusion detection)

2003- 2005 CRMI & iTelehealth Organization Baltimore, MD, USA

Preventing Suicide Network (PSN) - Phase I funded by NIMH – dynamic Web development and Database administration (designed and developed the Website using Macromedia Dreamweaver and Fireworks, developed the DB using MS SQL Server, created dynamic pages and enabled search queries to the remote data access layer with the use of Javascript)

2002- 2003 CRMI & iTelehealth Organization Baltimore, MD, USA

Research Assistant in Information Systems literature review, experiment design, system development & implementation, data collection & analysis, project grant proposal writing (Projects involved:

e-Supply chain management with Dr. Chiang, E-auction strategies with Dr. Forgonne; Cross-lingual information retrieval with Dr. Zhang; Cross-cultural Web-searching with Dr. Komlodi; Human behaviors of information reuse with Dr. Lutters)

**Honors, &
Awards
Received**

2002- 2005 University of Maryland Baltimore County Baltimore, MD, US

ERP system development, implementation and evaluation in Tianjin Sunfast Inc., a local Computer Retail Company

2001- 2002 Tianjin University Tianjin, China

Internship at Tumor Hospital: Medical Registration and Recording system design and assessment

1999- 2001 Tianjin Tumor Hospital Tianjin, China

Who's Who in America Women (2010-11)

Sep. 2010, Marquis Who's Who, 28th Edition, the definite biographical reference on the country's most accomplished and innovative professional women

National Association of Professional Women (2009/10)

Sep. 2009, the NAPW highlights and profiles the country's most accomplished professional women

Who's Who in America (2008)

Oct. 2007, Marquis Who's Who, The nation's preeminent records that profiles the country's most accomplished people

Dissertation Fellowship Award

Jan. – Jun., 2006 The Graduate School, University of Maryland

Instructional & Professional Development (IPD) Research Funds

Spring 2006 - 2007, Eastern Nazarene College Quincy, MA, US

Graduate Student Association (GSA) Research Grants

Spring 2003 - 2005, GSA, University of Maryland Baltimore County

Graduate Research and Teaching Scholarship

2002- 2005 Information Systems Dept., University of Maryland Baltimore County

Graduate Study Tuition Waiver

2002- 2005 Information Systems Dept., University of Maryland Baltimore County

Finalist for the Jessica Soto-Perez (JSP) Award, an outstanding UMBC

Graduate Recognition Award dedicated to honor those who have accomplished great achievements in their academic & professional pursuits

May 2005, Graduate Student Association, University of Maryland Baltimore County

ADVANCE Faculty Horizons Workshop Grant funded by the National Science Foundation (NSF), attendees selected via countrywide competition

Summer 2004 ADVANCE program, University of Maryland Baltimore County

National Outstanding College Student "Bao Gang" Fellowship, one of

ten selected among the graduates from top management schools nationally

May 2002, Tianjin University, Tianjin, China

Best Student Award of School of Management

May 2000, Tianjin University, Tianjin, China

Outstanding Student Scholarships of Tianjin University

1998- 2002 Tianjin University, Tianjin, China

**Refereed
Peer-review
Research
Publications**

- Mora, M., Cervantes-Pérez, F., Garrido, L., **Wang, F.**, Sicilia, M. (2010). On Ontology-based KMS for a better and faster Understanding of Service-oriented Standards and Models of Processes in the domain of SE, SwE and IT: A Conceptual Survey. *Intelligent Decision Technologies (IDT): an International Journal*, Volume 4, 75-98.
- Zhang, X., Glenn, K. & **Wang, F.** (2010). Examination of the Unemployment Rate and the General Assistance (GA) Caseload. *In Proceedings of the 39th Annual Meeting of The Western Decision Sciences Institute.*
- Takei, H., Trumpy, R. & **Wang, F.** (2010). An experimental Test for the Hybrid Education Model for Introductory Business Courses at Small Liberal Arts Institutions. *In Proceedings of the Symposium On University Research and Creative Expression (SOURCE).*
- Takei, H., Trumpy, R. & **Wang, F.** (2010). A New Model of Education for Introductory Level Marketing Courses: Experimental Result. *In Proceedings of the 34th Annual Conference of the Marketing Educators' Association (MEA).*
- **Wang, F.** (2009). Evaluating EBDMSS in the Real Business World Using an Integrative DSS Evaluation Framework. *In Proceedings of the 40th DSI Annual Meeting.*
- **Wang, F.**, & Forgionne, G. (2009). EBBSC: A Balanced Scorecard Based Framework for Strategic E-business Management. *In M. G. Hunter (Ed.), Selected Readings on Strategic Information Systems (New Release)*, Chapter XIV, 200-222.
- **Wang, F.**, & Wang, X. (2008). A Service Oriented Architecture for Improving E-Business Competitiveness. *In Proceedings of the 39th DSI Annual Meeting.*
- **Wang, F.**, & Forgionne, G. (2007). EBBSC: A Balanced Scorecard Based Framework for Strategic E-business Management. *International Journal of E-Business Research (IJEER)*, 3(1), 18-40.
- **Wang, F.**, & Wang, X. (2007). Empirical Evidence on Customers' Attitudes Towards Online Decision Aid. *In Proceedings of the 38th DSI Annual Meeting.*
- **Wang, F.**, & Forgionne, G. (2006). BSC-Based Framework for E-business Strategy. In M. Khosrow's (Ed.), *Encyclopedia of E-Commerce, E-Government and Mobile Commerce*: Idea Group, Inc.
- **Wang, F.** (2006). E-shoppers' Perception of Web-based Decision Aid. In M. Khosrow's (Ed.), *Encyclopedia of E-Commerce, E-Government and Mobile Commerce*: Idea Group, Inc.
- **Wang, F.**, & Forgionne, G. (2005). Intelligent Decision support for strategic e-business management – Stage II. *In Proceedings of the 36th DSI Annual Meeting.*
- **Wang, F.**, & Forgionne, G. (2005). Intelligent Decision support for strategic e-business management – Stage I. *In Proceeding of 16th IRMA International Conference*, Track of Decision Support Technologies, San Diego, California.
- **Wang, F.**, Khoo, K., & Liu, R. (2005). DW Techniques in Support of Kronos Banking Business. *In Proceeding of 16th IRMA International Conference*, Track of Data Warehousing and Mining, San Diego, California.
- **Wang, F.** (2004). Evolving Usability Concept for Web Site Design. *In Proceedings of 15th IRMA International Conference*, Track of Human Computer Interaction.
- **Wang, F.**, Ha, L., & Forgionne, G. (2004). Strategic DMSS for E-Business Planning. *The 6th International Conference on Enterprise Information Systems (ICEIS'04): Artificial Intelligence and Decision Support Systems.*

**Academic &
Professional
Activities**

- **Wang, F.**, Liu, R., & Obitz, L. (2004). Exploring the Power of Web-based DSS. *In Proceedings of the 8th World Multi-Conference on Systemics, Cybernetics, and Informatics (SCI'04)*.
 - **Wang, F.**, Forgionne, G., & Ha, L. (2004). Re-estimation of E-Business Planning Model in Real Business World. *In Proceedings of IEEE 2004 Conference on Electronic Commerce (IEEE-CEC'04)*.
 - **Wang, F.**, Ha, L., & Forgionne, G. (2004). DMSS in Support of E-business Strategies. *In Proceeding of 15th IRMA International Conference*, Track of Decision Support Technologies.
 - **Wang, F.** (2003). Will Potential Customers Welcome Our Intended DMSS Functions? *In Proceedings of SCI'2003 Conference, the 7th World Multi-Conference on Systemics, Cybernetics, and Informatics*.
 - Ha, L., Forgionne, G., & **Wang, F.** (2003). Facilitating Electronic Business Planning with Decision Making Support Systems. *In Proceedings of KES'2003 Seventh International Conference on Knowledge-Based Intelligent Information & Engineering Systems*.
 - Ha, L., Forgionne, G., & **Wang, F.** (2003). Decision Technologies to Effectively Support Ebusiness Strategy Development. *In Proceedings of the 34th Annual Meeting of the Decision Sciences Institute (DSI)*, Washington, D.C.
- Symposium Organizer**, the IDETC/CIE 2009 and 2010 conferences, the 29th and 30th Computers and Information in Engineering Conference (CIE)
- Journal Manuscript Reviewer**, Decision Sciences Journal (DSJ) Reviewer, 2006-present; IJDSST (special issue in DMSS and Systems Approach), present; Expert Systems, invited reviewer, present; The Information Resources Management Journal (IRMJ); Journal of Organizational and End User Computing (JOEUC), an official publication of the IRMA, 2004-2006;
- Invited Conference Reviewer**, The International Conference on Information Resources Management (Conf-IRM 2010), Montego Bay, JM
- Program Board Member**, International Conference on Collaborative Decision Making (CDM 2008), Manufacture des Tabacs, Toulouse, France
- Co-Director of IT**, Massachusetts Institute of Technology, Economics and Talent Forum (MIT-ETF), Cambridge, Massachusetts, 2007-present
- Selected Participant**, DSI Doctoral Student Consortium & DSI New Faculty Development Consortium, Decision Sciences Institute (DSI), 2005-2006
- Program Committee Member** of the IRMA (Information Resources Management Association) 2005, 2006 and 2007 International Conference
- DSI Member and Reviewer**, presented papers and/or conducted peer-paper reviews for the 34th~39th Annual Decision Sciences Institute Meetings, 2003~present
- Encyclopedia Manuscript Reviewer**, the Encyclopedia of E-Commerce, E-Government and Mobile Commerce (formerly the Encyclopedia of E-Technologies and Applications), 2005-2006
- IRSC Meeting Organizer & Coordinator**, Interactive Systems Research Center (ISRC), Information Systems Dept., UMBC, 2005-2006
- Session Chair for DST Track** during the 2004 Information Resources

Management Association (IRMA) International Conference in New Orleans, Louisiana during May 23-26, 2004

Academic Meeting Organizer & Invited Speaker for the Human Factors and Ergonomics Society (HFES) Potomac Chapter @ Interactive Systems Research Center (ISRC), November, 2004

Conference reviewers for The 27th Computers and Information in Engineering Conference (CIE), the 7th & 8th World Multi-Conference on SYSTEMICS, CYBERNETICS AND INFORMATICS, the International Conference on Enterprise Information Systems (ICEIS-2004), the 15th~17th Information Resource Management Association International Conference

Webmaster and System Administrator for the 7th International Conference on Knowledge-Based Intelligent Information & Engineering Systems (KES'03), 2003

Conference Presentations

- “Evaluating EBDMSS in the Real Business World Using an Integrative DSS Evaluation Framework” The 40th Annual Meeting of the Decision Sciences Institute, November, 2009.
- “A Service Oriented Architecture for Improving E-Business Competitiveness” The 39th Annual Meeting of the Decision Sciences Institute, November, 2008.
- “Empirical Evidence on Customers’ Attitudes Towards Online Decision Aid” The 38th Annual Meeting of the Decision Sciences Institute, November, 2007.
- “*Intelligent Decision Support for Strategic E-business Management – Stage II*” The 36th Annual Meeting of the Decision Sciences Institute, November, 2005.
- “*Evaluating EBDMSS in Real Business World*” The 35th Annual Meeting of the Decision Sciences Institute, November 20, 2004, Boston, Massachusetts.
- “*Applying Web Usability Methods to Adaptive Website Design*” Human Factors and Ergonomics Society (HFES) Potomac Chapter and Interactive Systems Research Center (ISRC), November 3, 2004, Baltimore, Maryland
- “*DMSS in Support of E-business Strategies*” The 15th IRMA International Conference, May 25, 2004, New Orleans, Louisiana.
- “*Evolving Usability Concept for Web Site Design*” The 15th IRMA International Conference, May 24, 2004, New Orleans, Louisiana.
- “*Will Potential Customers Welcome Our Intended DMSS Functions?*” The 7th World Multi-Conference on Systemics, Cybernetics, and Informatics, July 22, 2003, Orlando, Florida.

Application Skills

- **Programming Languages:** ASP.Net, C/C++, Visual Basic, VB.Net, Java, JSP, XML, C#, HTML/XHTML,
- **Web Development:** Macromedia Dreamweaver, Fireworks and Flash, Photoshop, Microsoft FrontPage and Expression II
- **Database:** SQL Server, Oracle (PL/SQL), MS Access, MySQL, DB2
- **Statistics Software:** SAS, SPSS
- **OS:** Windows, UNIX, Linux

Yvonne Alder

Instructor

Office: Shaw-Smyser 202

Phone: 509.963.1256

Email: aldery@cwu.edu

CWU Web Page: <http://www.cwu.edu/~aldery/>

Education

- Advance Graduate Work in Business Education and Information Technology
- Advance Certification Course Work in Information Technology
- B.A., Washington State University

Courses Taught

- IT 204 Word Processing Applications
- IT 260 Integrated IT Applications
- IT 268 Access
- IT 258 Excel
- ADMG 271 Business Math

Publications/Projects

- Advance Database Project Development
- Online, Web-based Curriculum Development
- Information Technology Curriculum Development
- Blackboard Web Enabler Specialist

Research

- Information Technology
- Web-based Education Application
- Business Math Contextual Learning

BRANDI N. CARTER

4623 77th Ave. Court West
University Place, WA 98466

nikkole82@gmail.com
253.565.4791

SUMMARY OF QUALIFICATIONS

- 9 years of educational experience at post-secondary level.
- Demonstrates enthusiasm working with diverse populations.
- Unique combination of knowledge in student development, student retention, training, and customer relations.
- Works and communicates with diverse populations to satisfy expectations, answer questions and provide resources.
- Effectively communicates thoughts and ideas to justify a position written and verbally.
- Ability to successfully manage, organize and prioritize both small and large events, groups and projects.

EDUCATION

- Masters of Education: Organizational Leadership & Policy, University of Washington June 2006.
- Bachelors of Arts: Mass Communications & Education, University of Washington August 2004.
- Associates of Arts and Sciences, Tacoma Community College December 2002.

RELEVANT WORK EXPERIENCE

- May 2008-June 2010 Campus Coordinator Clover Park Technical College
 - Manage and oversee two satellite campuses including program expansion and community awareness.
 - Collaborate with main campus departments to ensure information was accurately provided for the students.
 - Develop marketing and outreach strategies to bring to business and high school outreach events.
- July 2004-June 2007 Tutoring Center Coordinator Tacoma Community College
 - Personnel recruitment and selection.
 - Develop and implement policies, procedures, training and marketing materials, including website.
 - Report generation for executive staff on the program development, budget and student retention.
- July 2004-June 2005 Scholarship Retention Specialist Tacoma Community College
 - Work collaboratively with various campus departments to advertise, recruit and retain students.
 - Build relationships with each student and advise students on available educational opportunities.
 - Maintain student database using Microsoft Excel as a way to track data, maintain budgets and create reports for the Foundation Board; and creation of PowerPoint presentations and marketing material using Microsoft Publisher.
- August 2002-July 2004 Program Coordinator: Recruitment/Retention Tacoma Community College
 - Develop recruiting strategies to engage local schools and community organizations.
 - Curriculum development for on and off campus presentations.
 - Build professional relationships with students, parents and community while educating each party on the benefits of programs offered.

ADDITIONAL WORK EXPERIENCE

- July 2007-May 2008 Assistant Store Manager Starbucks Corporation
- September 2005-December 2008 Adjunct Faculty Tacoma Community College
- October 2005-June 2006 Administrative Assistant Tacoma Young Life
- June 2001-July 2002 Student Body President Tacoma Community College
- August 2000-June 2001 Club Coordinator Tacoma Community College

COMMUNITY INVOLVEMEMNT

- January 2006-Present Leukemia & Lymphoma Society Volunteer
- April 2007- 2008 Habitat for Humanity: Restore Volunteer
- November 2002- Present SAT Associate Supervisor
- September 2001- Present University Place Kiwanis, Member
- May 1999-Present American Cancer Society Volunteer

John C. Durham

Objective

To gain experience teaching higher education and secure a position where my ability to use technology to communicate effectively with a diverse group of people will be utilized.

Education

9/2003 – 3/2005 Central Washington University Ellensburg, Washington
MM in Music Composition, 3.75 GPA

9/1998 – 6/2003 Central Washington University Ellensburg, Washington
BM Music Theory/Composition, 3.02 GPA

Employment History

Lecturer IT & Admin Mgt., Central Washington University, 03/2009-present

Currently, I teach multiple online sections of ADMG 385, Business Communication and Report Writing. I have become fluent in navigating through Blackboard, and with my understanding of the course material, am confident in my ability to teach this type of course.

Asst. Store Director, Hollywood Video, Ellensburg, WA, 5/2008-2/2010

Relevant tasks include customer service and staff meeting facilitation, as well as consistent communication with all employees to ensure a smoothly functioning store.

Retail Wireless Consultant-5/2005-12/2006

I held a sales position which allowed me to communicate with diverse clientele from the Yakima Valley. Responsibilities included customer service, selling products and services, equipment repair, presentations at staff meetings, and customer retention through notes, letters and personal contact.

Head Lab Technician, Computer Support Services of Central Washington University, 4/2000-7/2004

In addition to displaying my thorough computer knowledge, other responsibilities included supervising and communicating with employees, arrangement of their schedules, and hardware/software installation. Programs included Microsoft Office, Adobe Photoshop/Premier and two audio editing programs, Peak and ProTools.

Affiliations and Honors

Current member of the American Society of Composers, Authors and Publishers (ASCAP)

Current member of the American Composers Forum

CWU Academic Achievement Award for Fall Quarter 1998 – 2000

Relevant Course Work

Computer Basics

Technical Writing

Music Business

Methods of Musical Research

Graduate Seminar in Music

References

Vijay Singh, Professor, Department of Music - Central Washington University (509) 963-1566

Dr. Robert Lupton, Department Chair, ITAM - Central Washington University (509) 963-1789

Mitch Cook, Owner/operator, Dakota Café (509) 925-4783

TERRY LINKLETTER, CCP, CQA

(h) 206.347.3334 (m) 206.669.6666 terry@linkletter.org

QUALIFICATIONS SUMMARY

Strong experience in software engineering, quality assurance, education, process development, and management. Led process and product improvement efforts for a variety of operations. Effective at training groups of various sizes, as well as consulting, counseling, and mentoring. Excellent communicator and team player.

PROFESSIONAL EXPERIENCE

CENTRAL WASHINGTON UNIVERSITY

September 2009 – present

Department of Information Technology and Administrative Management, Lynnwood, Washington

Full-Time Lecturer

Taught the following information technology and administrative management courses to mostly upper division undergraduates, using a rich mix of online and classroom media. Served as student advisor.

- IT260 Integrated Information Technology Applications
- IT301 Information Technology Security, Privacy, and Ethics
- ADMG385 Business Communications and Report Writing
- RMT366 Customer Relationship Management
- IT461 Systems Analysis
- IT462 Systems Design
- IT486 Critical Issues in Information Technology

MICROSOFT CORPORATION

August 2006 – July 2009

IT Standards & Execution, Redmond, Washington

Senior Program Manager – Coach, Team Software Process

Dramatically improved each software project teams' on-time delivery record and work/life balance while also decreasing defects in the delivered software. As a Software Engineering Institute (SEI) Certified PSP Developer, SEI-trained PSP Instructor and TSP coach, led continuous improvement teamwork for both productivity and quality.

Business Group Center of Excellence, Redmond, Washington

Senior Software Quality Assurance Manager

Drove quality assurance during software development and post-production enhancement across three service areas – applications for product management and pricing; tools for product releasing, protection, and delivery; and services for product activation and validation, including system services used in Microsoft Genuine Advantage and Anytime Upgrade.

- Gained material cost savings for IT by conceiving, gaining approval for, and then leading the roll-out of formal software verification inspections across BGCoE; ROI remains high in terms of shorter overall project effort and defects avoided.
- Improved productivity of managing configuration, source code versions, test cases, and defects by rolling out Visual Studio Team Foundation across BGCoE.
- Relieved schedule blockages due to cross-project conflicts for test environment usage, through root-cause problem analysis and process improvement measures.
- Improved product consistency and process efficiency by building up an effective community for the testing discipline across BGCoE, and between Global Development Center India and BGCoE Redmond, and as a member of the IT-wide IT Test Leadership Team – establishing standards, common process, and tester career path improvements.

- Decreased software development costs by designing a fixed-priced RFP, leading vendor selection, and managing the staffing of excellent dev and test vendor resources.

PACIFIC EDGE SOFTWARE, Bellevue, Washington

August 2005 – June 2006

Software Test Manager

Established QA best practices compatible with agile development of the web-based Mariner IT Governance software product.

- Led the QA effort through product release cycles – verification of requirements, design, and code; review of user experience globalization methods; integration and system validation; release packaging; tier-three post-release customer support; lessons learned and continuous process improvement.
- Conducted localization testing for this product in German and Spanish, and oversaw localization testing for other languages/regions.
- Carried out defect management tools software evaluation, including cost/benefit analysis, and proposed a solution that was adopted to simplify but improve communications, bring us into license compliance, and save some \$36k in the first year and some \$30k in subsequent years. Documented and taught the streamlined defect management process.
- Support to business development: presented our quality process to the firm that eventually acquired Pacific Edge.
- Coordinated overseas rehosting of the application layer from Microsoft Windows/.NET to Linux/Tomcat.

VIACK CORPORATION, Redmond, Washington

February 2001 – August 2005

Director Quality Assurance

Established and recruited software QA department in this start-up online collaboration company. Instituted quality processes for software development and delivery. Gradually built an efficient department of 19 technical staff in four groups. Collaborated across the company, supporting Marketing in establishing their own quality processes for web content and other collateral.

FIZZYLAB INCORPORATED, Seattle, Washington

June 2000 – January 2001

Director Quality Assurance

Brought together QA department from disparate ad hoc testers in this start-up company providing state-of-the-art relevance services to media websites. Established effective quality processes across the board and led defect-free releases.

ERNST & YOUNG INTERACTIVE PRODUCTS GROUP, Seattle, Washington

June 1999 - June 2000

Manager Software Quality Assurance

Established professional standards for process quality and put in place methods to assure product quality.

WEYERHAEUSER INFORMATION TECHNOLOGY, Federal Way, Washington January 1974 - June 1999

Manager Scientific Software Engineering, Software Engineering Methods Manager, and other roles

- Created the Software Engineering unit of Scientific Computing, growing to successful staff of 25. Led it to recognition as a center of excellence within Weyerhaeuser Company.
- Led Weyerhaeuser IT in level-2 maturity assessment per the SEI Capability Maturity Model.
- Programmed Digital Equipment Corporation's DigiTalk system, which provided an early email-to-speech translation capability for employees to pick up email messages by telephone.
- Crafted the content for the software engineering and quality assurance aspects of the Weyerhaeuser IT project methodology. Taught courses, consulted, mentored, and audited.
- Led the software development for a number of cutting edge systems, such as the acoustic pyrometer, a system to measure Weyerhaeuser pulp mill recovery boiler internal temperature patterns, thereby improving the efficiency of chemical recycling.
- Received company's "Count On Me" quality award after designing and delivering a planning system that decreased harvest planning costs materially.

FORMAL EDUCATION, TRAINING, AND CERTIFICATION

BS, Statistics, Stanford University	• SEI-Certified PSP Developer
MS, Computer Science, University of Wisconsin	• Certified Software Quality Engineer
Eight semester courses in Masters in Software Engineering program, Seattle University, and Financial Accounting from the MBA program	• Certified Quality Manager
PSP Instructor full course at SEI, Pittsburgh	• Certified Quality Auditor
TSP Coach full course at SEI, Pittsburgh	• Certified Computing Professional (in Software Engineering, C++, Management, Business Information Systems, Software Development, and Data Resource Management)

TOOLS/LANGUAGE SKILLS

Programming Languages	QA Tools	Environments
32 distinct languages; recently:	HP Mercury Quality Center	IIS / .NET
C# one year	Microsoft VSTF/VSTS/VSTT, Product Studio,	SQL Server
VB four years	Visual SourceSafe, Project Server	
C three years		
Java one year		
C++ certified dev only		

CURRENT PRO-BONO ACTIVITIES

Corporate director on the board of the Chicago-based Institute for Certification of Computing Professionals, as appointed by the President of the Association for Computing Machinery. Currently the elected corporate treasurer. Serving on the ICCP's Certification Council, Terry has led the (Spanish) localization effort to bring the professional certification program to informatics specialists in Argentina.

Member of the Education Council and Professional Development Committee of the Association for Computing Machinery, as appointed by the chairs of the ACM Education Board and Professions Board respectively.

OTHER BACKGROUND

- National Merit Scholar at Stanford
- National Honor Society Scholarship
- Eagle Scout, Boy Scouts of America
- Served as Scoutmaster, Troop 334 (received District Award of Merit)
- Peace Corps Volunteer in Bolivia/Ecuador
- Avid hiker, sailor; clueless guitarist
- Served as Director of Certification, Institute for Certification of Computing Professionals (received Distinguished Service award)
- Administrative Lt. Governor, District 32, Toastmasters International (received Officer of the Year award)

NATURAL LANGUAGES

English	(proficient)
Spanish	(proficient)
German	(conversational)
Quechua	(conversational)

PRIOR ACADEMIC EXPERIENCE

TROPICAL AGRONOMIC CENTER FOR RESEARCH AND EDUCATION, Turrialba, Costa Rica

Acting Professor

24 months

Designed and taught graduate agronomists and foresters computer theory courses (in Spanish): Database Theory and Analysis, SQL, and Systems Analysis. Provided localization into Spanish of software tools developed in the United States. Developed relational database of tropical tree research data, and designed a planning model that delivers PC-based tree-planning system to farmers and national land use planners in the Central American nations. Through seminars and short courses, led engineering faculty and administration to adoption of PC technology.

PACIFIC LUTHERAN UNIVERSITY, Parkland, Washington

Computer Science Instructor

6 months

Taught Systems Analysis and Design and computer programming.

PIERCE COLLEGE, Steilacoom, Washington

Data Processing Instructor

12 months

Taught computer programming and Computers & Society.

UNIVERSITY OF WISCONSIN, Madison, Wisconsin

Teaching Assistant

21 months

Taught Introduction to Computers, Computers and Society, and Introductory Computer Programming.

POLYTECHNIC INSTITUTE OF THE COAST, Guayaquil, Ecuador

Acting Professor of Computer Science

16 months

As a Peace Corps Volunteer, designed appropriate engineering curriculum in computer theory and practice, and taught third-through sixth-year engineering students in Spanish: Computer Programming, Numerical Methods and Optimization, and Principles of Computers.

PUBLICATIONS

OFFICIAL EXAM REVIEW OUTLINES, Terry Linkletter ed., (Institute for Certification of Computing Professionals, Chicago), 1995 (473pp) and 1997 (486pp).

ICCP'S COMPLETE GUIDE TO PROFESSIONAL COMPUTING, Kewal Dhariwal, Terry Linkletter, S. Rao Vallabhaneni, (ICCP, Chicago, 2002), (493pp).

Various articles in professional publications.

And on the lighter side, award-winning newsletter writer/editor for Toastmasters International and for county Boy Scouts organization.

8001 Naneum Road

Mary Minor
Ellensburg, WA 98926

(509) 962-5858

Objective

Teaching position in the Information Technology and Administrative Management Department

Education

B.A. in Business Education (Broad Area), June 1979, from Central Washington University. Graduated Magna Cum Laude.

Classes Certified to Teach: Typewriting, Shorthand, Accounting, Business Math, Business English, Office Procedures, Business Machines, Word Processing, Microcomputer Applications, and related business subjects.

Teaching Experience

Central Washington University: Since September of 2003 to present I have been an instructor for the Information Technology and Administrative Management Department. I was an instructor in the Business Education Department from September of 1982 through June of 1997. The classes I taught were Typing I, Typing II, Typing III, Shorthand I, Shorthand II, Shorthand III, Office Procedures, Machine Transcription, Word Processing, and Microcomputer Applications.

Mattawa High School: I was a full-time staff member during the 1990-1991 school year. My classes included Keyboarding I and II, Advanced Word Processing, Applied Business Math, and two English classes at the middle school. FBLA was my extracurricular activity.

YVCC Adult Education Center: I was an instructor for Yakima Valley College's clerical office program in Ellensburg from October of 1979 through October of 1984. The courses I taught included Typewriting, Shorthand, Office Machines, Accounting, Office Procedures, Business English, Business Math, Dictaphone, and Electronic Memory Typewriting.

Ellensburg High School: I was a temporary staff member with a one-year contract for the 1983-1984 school year. I taught the office lab classes which incorporated many individualized business subjects.

Work Experience

- Ropers Supply, Secretary
1973-1979 Intermittent
Ellensburg, WA 98926
- KCCR Club, Secretary
1974-1983 Intermittent
Ellensburg, WA 98926
- Wagon Wheelers, Secretary
1974-1976 Intermittent
Walla Walla, WA 99362
- Ropers Sports News, Secretary
1976-1983 Intermittent
Lodi, CA 95240
- Norton Cattle Company, Secretary
1976-1977 Intermittent
Madras, OR 97741
- Community Store, Clerk
July-September 1976
Ellensburg, WA 98926
- New York Life Insurance Company, Secretary
September-December 1977
Ellensburg, WA 98926

Activities

- Member of Phi Beta Lambda (Vice President one year)
- Member of Washington Vocation Association
- Member of National Business Education Association
- Member of Washington State Business Education Association

References

My references and credentials are on file at the Career Planning and Placement Center, Central Washington University, Ellensburg, WA 98926

AMY K. PERRY

OBJECTIVE

To obtain employment within Central Washington University.

EDUCATION

1998 - 2002
Central Washington University
Degree: Business Education
Bachelor of Science
Ellensburg, WA

2002 - 2003
Central Washington University
Masters: Business and Marketing Education
Ellensburg, WA

EXPERIENCE

Summer 1999 ~ Arby's Roast Beef Restaurant
Cashier/Drive Through
Ellensburg, WA

- Took and filled orders
- Received money from customers and made change.
- Washed dishes and closed store

Winter 1999 ~ Spring 2000 – Mail Services
Mail Services Pick-up and Delivery
Central Washington University

- Collected and Delivered Mail.
- Sorted and Delivered mail to the Post Office.

Summer 2002 ~ Kittitas County Fair
Maintenance and Will Call
Ellensburg, WA

- Cleaned Bathrooms, Painted, Pulled Weeds, Raked Stalls
- Greeted people, delivered rodeo and fair tickets

Fall 2002 - Summer 2003 ~ Graduate Assistantship
Business and Marketing Education
Central Washington University

- Taught two sections of Information Technology 101 for four consecutive quarters.
- Created lesson plans, administered tests, lectured, and distributed grades.

September 2003 - June 2004 ~ Substitute Teacher
All Subject Areas
Ellensburg School District

- Subbed for grades K-12.
- Discovered new and unique classroom management techniques.

December 2003 - March 2004 ~ Admissions Clerk
Central Washington University

- Temporary Data Entry for student applications into PeopleSoft.
- Letter Merging, printing, and mailing.
- Conducted all administrative office duties.

March 2004 – June 2004 ~ Business Education Teacher
Business Education
Arlington School District

- Maternity Leave Replacement.
 - Took over all duties of the classroom teacher till the end of the year.
-

- September 2004 - June 2005 ~ Business Education Teacher Mukilteo School District
Vocational and Technical Education
- IT Essentials (CISCO Hardware and Operating Systems)
 - Multimedia and Web Design (FrontPage and HTML)
 - Applied Math (Cognitive Tutor)
- Fall 2005 – Winter 2005 ~ Adjunct Instructor Central Washington University
Computer Science Department
- Computer Science 101
 - Instruction of Microsoft® Office 2003 Applications Programs
- September 2005 – June 2006 ~ Substitute Teacher Ellensburg School District
All Subject Areas
- Subbed for grades K-12.
 - Discovered new and unique classroom management techniques.
- June 2006 - August 2006 ~ Fred Meyer Corporation Ellensburg, WA
Deli Services
- Customer Assistance
 - Preparation of Deli foods
 - Trained as a cashier
 - Trained to use meat slicer, rotisserie, and fryers.
- September 2006 – July 2007 ~ Evolver Corporation Fort Carson, CO
Counselor Support
- Customer Assistance
 - Assumed all duties of an office administrator.
- Fall 2007 – Winter 2008 ~ Adjunct Instructor Central Washington University
Information Technology Administrative Management
- Lecturer - Introduction to Administrative Management
 - Lecturer - Information Technology 101
 - Instruction of Microsoft® Office 2007 Applications Programs
- September 2007 – December 2008 ~ Hatlestad Investment Group, LLC Ellensburg, WA
Property Manager
- Managed multiple apartment properties
 - Showed and Leased apartments
 - Coordinated all maintenance concerns for tenants
- Fall 2009 – Winter 2010 ~ Adjunct Instructor Central Washington University
Information Technology Administrative Management
- Lecturer – Advanced Spreadsheet Applications
 - Lecturer - Information Technology 101
 - Instruction of Microsoft® Office 2007 Applications Programs
- Spring 2010 – Current ~ Instructor Central Washington University
Information Technology Administrative Management
- Instructor/Lecturer – Spreadsheet Applications, Word Processing Applications, and Database Applications
 - Instructor/Lecturer – Information Technology 101, Microsoft® Office 2007 Applications Programs

SKILLS

- Ability to conduct complex planning functions
- Superior computer skills
- Ability to promote analytical and critical thinking
- Good organizational ability
- Excellent in facilitating large groups

COLLEGE EXPERIENCE

Special Projects

- Master Thesis: Analysis Business Communication Skills in College Freshmen
- Conducted research on College Freshman and their business communication skills for obtaining entry level employment
- Created intricate business plans for a company in the fitness industry
- Conducted Market research in automotive industry and gaming consoles
- Created a curriculum for Information Technology 101
- Created detailed lesson plans
- Created decorative bulletin boards
- Presentation on ways to direct class discussions
- Created FBLA advertisements
- Taught lessons to peers

EXTRA CURRICULAR ACTIVITIES

SALT College Church group – Four years

Referee for Youth Soccer

Central Washington University Women's Soccer Team – Four year letter

Central Washington University Men's Club Soccer – Manager (Fall 2002 – Spring 2003)

Volunteer Basketball Coach – Boy's and Girl's Club

Women's Soccer – Northwest Soccer Association

Co-Ed Soccer – Northwest Co-Ed Soccer League

COMPUTER SKILLS

Proficient in MS Word, Excel, Access, PowerPoint, Outlook, Windows Office 2003, Microtype, Frontpage, Photoshop, Dreamweaver, Fireworks, Groupwise, Blackboard, Novel networks, PeopleSoft, CISCO and Internet navigation.

REFERENCES

Mrs. Claudia Buxton

Director of Career and Technology Education
Mukilteo School District No. 6
9401 Sharon Drive
Everett, Washington 98204
buxtoncj@mukilteo.wednet.edu
(425) 356-1274

Mr. Chris Ewald

Food Manager
Fred Meyer Corporation
201 South Water
Ellensburg, WA 98926
(509) 962-0500

Mrs. Kim Bartel

Associate Professor
Central Washington University
400 East University Way
Ellensburg, WA 98926
bartelk@cwu.edu
(509) 963-1970

ANGELA UNRUH, MBA, CPA

701 East Third Avenue
Ellensburg, WA 98926

(509) 312-0738
unruh@fairpoint.net

PROFESSIONAL EXPERIENCE

SENIOR LECTURER, Information Technology and Administrative Management, Central Washington University, Ellensburg, WA
September 2001 - Present

- Teach Microsoft Office and administrative management classes online and in the classroom
 - IT260, ADMG 302, ADMG 310
- Previously taught IT101 and administered IT101 sections for all instructors

EXECUTIVE DIRECTOR, Maureen and Mike Mansfield Foundation (a nonprofit corporation), Missoula, MT
June 1996 - August 1999

- Accounted for and oversaw finances of the three units of the Foundation (a nonprofit corporation located in Missoula; Washington, D.C.; and Tokyo, Japan), with combined budgets of \$3.5 million (including Federal grants of \$2 million annually) and an investment portfolio of \$12 million
- Prepared for and administered the annual financial and single audit
- Established and maintained policies and procedures to ensure compliance with applicable laws and regulations
- Oversaw day-to-day responsibilities of the Foundation Operations office, including human resources, payroll, and accounts payable
- Prepared for and attended meetings of the Board of Directors and its committees

ACCOUNTING INSTRUCTOR, School of Business Administration, The University of Montana
September 1991 - December 1992 and August 1994 - May 1996

- Taught accounting principles and managerial accounting classes
- Assisted in teaching accounting theory class and business communications class

CERTIFIED PUBLIC ACCOUNTANT, Langel and Associates, P.C., Missoula, MT
June 1990 - July 1994

CERTIFIED PUBLIC ACCOUNTANT, Sather, Minemyer and Hauck, CPA's, P.C., Missoula, MT
September 1987 - June 1990

EDUCATION

B.S. in Business Education

Central Washington University, August 2001, graduated with High Honors

Master of Business Administration

The University of Montana, June 1992, summa cum laude

B.S. in Business Administration – Accounting emphasis, Minor in Office Administration

The University of Montana, June 1987, graduated with High Honors

CHARLES P. WAHLE

1921 Judge Ronald Road
Ellensburg, WA 98926
Home (509) 925-3935

PROFESSIONAL EXPERIENCE

Instructor, Central Washington University, Department of Information Technology and Administrative Management - 2006 – 2010

- Course taught included:
 - IT 101 – Computer Applications
 - IT 248 – Web Fundamentals
 - IT 422 – Web Site Construction
 - IT 426 – Application of Web Languages
 - IT 428 – Web Applications
 - IT 470 – Database and the Web
 - ME 486 – Retailing and E-Commerce

District Technology Director, Ellensburg School District - 1989 – 2006

- Developed and implemented the District's Technology Plans
- Created and conducted intensive two day workshops covering technology infusion in classrooms for 450 total participants, 1999 - 2006
- Taught in-service classes covering multimedia development, Internet use, effective use of information resources, and programming classes in various computer languages
- Responsible for purchasing decisions, software evaluation, curriculum infusion, In-service opportunities, grant writing, maintenance and upgrades
- Managed annual budgets of \$250,000 and above
- Supervise technical repair staff for the district
- District Internet Coordinator

Teacher, 6th, 7th, and 8th grade Interactive Multimedia Development, Ellensburg School District 1986 - 2001

- Instruct students in research and development of interactive computer based projects using professional level authoring systems and graphic rendering tools
- Featured in the Washington State Office of the Superintendent of Public Instruction's video "Ahead to the Basics", 1995

Teacher, 6th, 7th and 8th grade Math, Science and Computer Science, Ellensburg School District 1980 – 1986

Teacher, 6th grade self contained, Ellensburg School District 1976 – 1979

Adjunct Professor, Central Washington University 1991 – 2006

- Classes include "New Tools for Teachers", "Educational Technology", "Desktop Publishing", "Website Applications" and "Website Construction"
- Member, advisory group for the development of ED 316 – Educational Technology for pre-service teachers

Co-Writer of SHARE105 1997

- A successful grant project involving over 16,000 students in Central Washington in the creation of Internet distributed interactive multimedia projects.

PROFESSIONAL EXPERIENCE (continued)

Member of the Northwest Educational Technology Consortium Advisory Committee, Northwest Regional Education Laboratory (NWREL) 1996 – 2005

- Consultant on CD-ROM development and in-service design
- Web Moderator – A Guide to Interactive Multimedia in Education 1996 – 1998

Headmaster, Computer ABC English Language Computer Camps, Belgium 1983

- Development of curriculum covering: BASIC, Logo, Pascal, and 6502 Assembly Language, spreadsheet and word processing applications

Project Director for "Morgan Educational Systems, Students' Unlimited Programming" Atari Institute For Educational Action Research 1982 - 1983

- Presenter with Atari at the 1983 Association for Educational Data Systems (AEDS) National Conference, Topic: Student Developed Software

Washington Education Association 1981 - 1983

- Co-writer for in-service course "The Computer as a Classroom Tool"
- Adjunct Professor to the University of Washington, Pacific Lutheran University, University of Puget Sound, and Seattle Pacific University for "The Computer as a Classroom Tool"
- Member, Steering committee for In-service Training

Speaker and Consultant

- Advisor to Intel Education Website project, 2002
- Member – Steering Committee, Gates Foundation, Smart Tools Academy, 1999-2000
- Advisor to the Technology Alliance on several projects including Project Neptune – An Interactive Seafloor Observatory and Fluency in Information Technology for Educators, 2000
- Keynote – Montana Milken Foundation, 1997 and 1999, "Technology Planning and the Curriculum"
- Featured Speaker – Genesis II, Montana, 1998, "Technology in the Arts"
- Numerous other presentations covering curriculum development, technology integration, multimedia in education and technology infusion since 1981

EDUCATION

Central Washington University, Ellensburg, Washington

M.A. in Education and Master Teaching, 1991

Specializing in Computers in Education

Fifth Year Program, - Continuing Certificate, 1980

B.A. in Education, 1976

Major: Elementary Education Program - Honors

PROFESSIONAL CREDENTIALS

Elementary Teaching Certificate, Washington

Continuing Elementary and Secondary Teaching Certificate, Washington

Appendix B
SEOI Form – Current A (Lecture) and C (Skills)
New A Online



- Use a #2 pencil to make dark, solid marks.
- For each, mark ONE answer only and erase errors completely.

Course: _____ Instructor: _____

A. DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR

		Always				Never
		5	4	3	2	1
1. Instructor met class regularly and on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Class sessions were well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor provided useful feedback on student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I was confident in the instructor's knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor was enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor encouraged students to express themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Extra help was available when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Course objectives were clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor gave clear explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor presented alternative explanations when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Answers to student questions were clear and meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Instructor raised important questions or problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Appropriate examples and illustrations were used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor's speech was clear and easily understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. INFORMATION ABOUT THE COURSE

		Always				Never
		5	4	3	2	1
15. Class time was used efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Instructor was interested in whether students learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Instructor helped develop an appreciation for the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Instructor applied course material to real world issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Course objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Assigned readings and other out-of-class work were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Amount of work was appropriate to course level and credits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Student responsibilities and requirements were clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Instructor treated students with respect, regardless of sex, race or age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. HOW WOULD YOU DESCRIBE?

- 25. The intellectual challenge presented to you.
- 26. The amount of your effort needed to succeed in this course.
- 27. Your involvement (doing assignments, attending classes etc.).

High				Low
5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. GENERAL EVALUATION

- 28. Course as a whole was:
- 29. Instructor's teaching effectiveness was:

Excellent				Very Poor
5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. GENERAL INFORMATION ABOUT YOURSELF

30. Why did you take this course? (Mark as many as apply).

- In my major
- In my minor
- General Ed requirement
- Elective
- Reputation of instructor
- Time of day
- Curiosity
- Advice of advisor
- Advice of friend
- Only course available

31. Class: Freshman Sophomore Junior Senior Graduate Other

32. On average, how many hours per week have you spent on this class, including attending classes, doing reading, reviewing notes, writing papers and other course related work?

- Under 2
- 2-6
- 7-9
- 10-12
- 13-15
- 16-18
- 19-21
- 22 or more

33. What grade do you expect to get in this class?

- A
- B
- C
- D
- F
- Other (Pass/Fail etc.)

COMMENTS (Optional)

Please offer thoughtful and constructive comments.

I. What aspects of the teaching or content of this course do you feel were especially good?

II. What changes could be made to improve learning in this course?



•Use a #2 pencil to make dark, solid marks.
•For each, mark ONE answer only and erase errors completely.

Course: _____ Instructor: _____

A. DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR

	Always					Never				
	5	4	3	2	1	5	4	3	2	1
1. Instructor met class regularly and on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Opportunities were given to practice what was learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor provided useful feedback on student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I was confident in the instructor's knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Expected skills were demonstrated correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Instructor showed confidence in student's ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Extra help was available when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Course objectives were clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Instructor explained rationales underlying new techniques or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Instructor was able to deal with student difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Instruction was tailored to meet varying student skill levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students were allowed freedom to develop own skills and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Skills were sequentially developed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Instructor detected errors quickly and knew how to correct them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. INFORMATION ABOUT THE COURSE

	Always					Never				
	5	4	3	2	1	5	4	3	2	1
15. Class time was used efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Instructor was interested in whether students learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Instructor helped develop an appreciation for the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Instructor applied course material to real world issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Course objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Assigned readings and other out-of-class work were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Amount of work was appropriate to course level and credits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Student responsibilities and requirements were clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Instructor treated students with respect, regardless of sex, race or age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OVER



C. HOW WOULD YOU DESCRIBE?

- 25. The intellectual challenge presented to you.
- 26. The amount of your effort needed to succeed in this course.
- 27. Your involvement (doing assignments, attending classes etc.).

High					Low
5	4	3	2	1	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

D. GENERAL EVALUATION

- 28. Course as a whole was:
- 29. Instructor's teaching effectiveness was:

Excellent					Very Poor
5	4	3	2	1	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

E. GENERAL INFORMATION ABOUT YOURSELF

30. Why did you take this course? (Mark as many as apply).

- In my major
- In my minor
- General Ed requirement
- Elective
- Reputation of instructor
- Time of day
- Curiosity
- Advice of advisor
- Advice of friend
- Only course available

31. Class: Freshman Sophomore Junior Senior Graduate Other

32. On average, how many hours per week have you spent on this class, including attending classes, doing reading, reviewing notes, writing papers and other course related work?

- Under 2
- 2-5
- 7-9
- 10-12
- 13-15
- 16-18
- 19-21
- 22 or more

33. What grade do you expect to get in this class?

- A
- B
- C
- D
- F
- Other (Pass/fail etc.)

COMMENTS (Optional)

Please offer thoughtful and constructive comments.

I. What aspects of the teaching or content of this course do you feel were especially good?

II. What changes could be made to improve learning in this course?

CENTRAL WASHINGTON UNIVERSITY	STUDENT EVALUATION OF INSTRUCTION	Form A 2010 Lecture
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• Use a #2 pencil to make dark, solid marks • For each question mark ONE answer only and erase errors completely

Course: _____ Instructor: _____ Time of day: _____

1. STUDENT LEARNING ENVIRONMENT. To what extent do you agree or disagree that the...					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. instructor fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. instructor seemed genuinely concerned with whether students learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. standards of classroom behavior were clearly communicated and enforced?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. instructor met class at scheduled times unless otherwise arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No			
e. Did you seek help from the instructor outside of class during the course?	<input type="radio"/>	<input type="radio"/>			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
f. If YES, was the instructor available to provide help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. Please provide additional comments on the areas addressed in #1.

2. TEACHING FOR STUDENT LEARNING. To what extent do you agree or disagree that the...					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. overall course content was presented in an understandable sequence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. instructor used a variety of methods, as needed, to make content clear?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. assignments and tests were connected to course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. instructions for class activities were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. instructor provided useful feedback on student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. class sessions were well organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. out-of-class work was useful in understanding course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. instructor encouraged students to connect course content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. course activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

m. Please provide additional comments for the areas addressed in #2.

GENERAL INFORMATION

3. How would you compare this course with all other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...

	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. level of engagement/active learning IN class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. intellectual challenge presented to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Please provide additional comments for the areas addressed in #3.

4. For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities?

- 0 (no) hrs/wk
 1-3 hrs/wk
 4-6 hrs/wk
 7-10 hrs/wk
 11-15 hrs/wk
 16-20 hrs/wk
 21+ hrs/wk

5. Why did you take this course? Please mark all that apply.

- Major requirement
 Minor requirement
 Certificate requirement
 Fulfills General Education requirement
 Reputation of instructor
 Time of day
 General interest
 Other? _____

6. What is your class standing?

- First year (0 - 44 credits)
 Sophomore (45 - 89 credits)
 Junior (90 - 134 credits)
 Senior (135 or more credits)
 Graduate
 Other (e.g. post-baccalaureate)

7. What grade do you expect to earn in this class?

- A
 B
 C
 D
 F
 Other (Pass/Fail, etc.)

8. Please provide any additional comments about the course or instructor (e.g., instructor's teaching effectiveness, course materials, classroom facilities, etc.).

Appendix C
Performance Standards for ITAM, CEPS and CWU
Note – ITAM Uses the CEPS Standards

College of Education and Professional Studies
Faculty Performance Standard
For Reappointment, Tenure, Promotion, and Post-Tenure Review

College of Education and Professional Studies faculty members contribute to the mission of the college in the preparation of competent professionals and enlightened leaders who, in turn, contribute to and influence their respective professions. Both the University and the CEPS recognize the accomplishments of tenured and tenure-track faculty members in the areas of teaching, scholarship and service. Faculty work is guided by the missions of the University and CEPS, professional standards in ones expertise field, and University and specific program accreditation standards (CBA Article 11). Faculty members conduct their work as colleagues and professionals in a shared governance environment. The College of Education and Professional Studies criteria for faculty performance is presented in the following sections of this document. Department criteria for faculty performance will align with the disciplinary standards for the department and with the University and CEPS criteria and standards (CBA Article 20).

Reappointment:

To achieve tenure and promotion, the faculty member will establish a positive and cumulative performance record in teaching, scholarship, and service. The faculty member's work must reflect the missions of the University, Academic Affairs, and CEPS, along with demonstration of enhanced professional development.

Tenure and/or Promotion in Rank:

“Tenure is the right to continuous appointment at the University with an assignment to a specific department in accordance with the provisions of CBA Article 9.2” (University Faculty Performance Standard, April 25, 2006). Therefore, a positive tenure decision is based upon faculty performance in meeting the criteria established by the department, college, and university. Tenure is awarded when a pattern of expected performance is demonstrated in teaching, scholarship, and service. In addition, various levels of evaluation indicate that the faculty member's performance in the three areas will continue in the individual's on-going career at Central Washington University. The expectation is that the faculty member will continuously positively contribute to and comply with the missions of the University, Academic Affairs, and CEPS. The University, Academic Affairs, and CEPS will support and recognize the faculty member's professional work where there is mutual benefit.

Tenure and Promotion to Associate Professor. Tenure and promotion to associate professor occur at the same time. Both tenure and promotion to associate professor require that the faculty member has a demonstrated positive performance record of: (a) effective teaching; (b) an established scholarship record that includes peer-reviewed publications; and (c) significant service to the university, engagement with ones professional organizations, and increasing professional contributions to the community.

Promotion to Professor: Promotion to the rank of Professor recognizes the following:

- (a) Exemplary performance in teaching, with demonstrated respect from faculty colleagues, administrators, and students. Exemplars in teaching include substantial evidence that the faculty member makes ongoing enhancements of his or her courses and instruction, stays up-to-date in the field and the pedagogy related to the specific field, makes substantive positive contributions to and enhances programmatic quality, and positively contributes to University, CEPS, CTL (if applicable), and program accreditation work. The faculty member also uses multiple assessment strategies to assess and promote student learning. Performance well exceeds the minimum requirements.
- (b) Exemplary performance in scholarship, with an exemplary accumulated record of peer-reviewed publications or juried exhibitions/performances, and substantive scholarly contributions to the profession. Excellence in scholarship demonstrates that the faculty member well exceeds the minimum university and college criteria.
- (c) Exemplary performance in service, with a record of sustained positive contributions to the University and CEPS, as well as to ones profession and the community. Performance well exceeds the minimum requirements.

Post-tenure Review:

Post-tenure review assesses if the faculty member is sustaining a level of performance that is expected at his/her rank in teaching, scholarship, and service. The faculty member's work must reflect the University, Academic Affairs, and CEPS missions, as well as the University, CEPS, and program accreditation standards. Post-tenure review is conducted three years following a faculty member's most recent tenure and/or promotion and will continue every third year for the duration of an individual's career at Central Washington University (CBA Article 20.3).

Early Tenure and Promotion:

A faculty member may seek tenure and promotion prior to the expiration of the minimum probationary period or "time in rank" (CBA Article 20.3.3). To be considered for early tenure and promotion, the period of service must be in the initial appointment letter ("letter of hire"). In extraordinary situations with justification and with exemplary performance in teaching, scholarship, and service, faculty may be considered for early tenure and promotion.

Performance Criteria:

The following College of Education and Professional Studies criteria for Teaching, Scholarship, and Service are the minimum Faculty Performance Standards.

College of Education and Professional Studies Teaching Policy

Introduction

We believe that the Teacher-Scholar is critical to our mission, which is:

To prepare competent professional and enlightened leaders who will contribute to and influence their respective professions; professionals and leaders who will commit themselves to socially responsible citizenship in a diverse global society.

Therefore, CEPS considers teaching in the following way:

The Teacher-Scholar embraces the construct that quality teaching, curriculum development and delivery, and scholarship are inseparable and, to that end, ensures continuity, as well as the continuance of teaching excellence and knowledge creation and acquisition.

Preamble

Teaching is a noble enterprise in that we prepare students for life beyond the university. Teaching encompasses our content and engages students in investigation, problem resolution, critical thinking, information literacy, diversity of knowledge and thought, and responsible citizenship. When student learns with enthusiasm and are enticed by our teaching, the faculty member's work in discovery, integration, and application is significant and far-reaching.

Merits of Teaching

In judging the merits of teaching, the following primary question must be considered:

Syllabi

1. Does each course syllabus include course content, teaching methods, course outcomes, assessment strategies/measures, schedule of topics, and student requirements?

Curriculum

2. Does the faculty member frequently review and, when appropriate, revise his/her courses?
3. Has the faculty member developed and/or worked with other faculty members to develop new courses that improve the overall curriculum?
4. Has the faculty member been involved in a significant way with program review and, when appropriate, revision?
5. Has the faculty member made significant contributions to program development?

6. Does the faculty member frequently consult with other faculty members in both his/her own department and other departments concerning programs and/or courses to ensure curriculum coordination and quality?

Instruction

7. Does the faculty member use varied instructional strategies to enhance student learning?
8. Does the faculty member appropriately use information technologies in courses?
9. Does the faculty member deliver courses through distance education?
10. Does the faculty member teach at CWU sites beyond his or her “home base” to teach courses? (Example: “Homebase” is Ellensburg; faculty member teaches a course at CWU-Wenatchee.)

Assessment

11. Does the faculty member use SEOI data, including student comments, for teaching improvement or enhancement?
12. Does the faculty member ask for peer review of his/her courses and teaching? Does the faculty member use peer review for teaching enhancement?
13. Does the faculty member use data from student practica, internships, and other field experiences to enhance his or her courses?
14. Is the faculty member involved in state, regional, and national professional societies, which provide standards for curriculum in the discipline? Does the faculty member use state, regional, and national standards to ensure that the curriculum is up-to-date and meeting student and employer (or graduate school) requirements?
15. Does the faculty member collaborate with colleagues to assess student program entry standards and exit criteria?
16. Does the faculty member have evidence that students have learned and have the knowledge and skills that are intended for the program/course?

Student Engagement

17. Does the faculty member involve students in undergraduate research and dissemination opportunities, such as SOURCE?
18. Does the faculty member involve graduate students in research and dissemination opportunities, such as conference presentations?
19. Does the faculty member provide quality course-related advising or mentoring to students?
20. Is the faculty member involved in student practica and internships?

Student Advising and Mentoring

21. Does the faculty member advise students in the major or minor? How many students? What evidence do you have that your advising is high quality and meets students’ academic needs?
22. Is the faculty member available to advise students who are enrolled in his/her courses? How many students does the faculty member see during an academic

- year (estimate)? What evidence do you have that your course-related student advising meets students' academic needs?
23. Do you mentor students? What evidence do you have to show that your mentorship contributes to the students' academic and personal development?

Faculty Engagement

24. Does the faculty member seek and participate in professional development activities, which enhance his or her curriculum and instruction?
25. Does the faculty member positively contribute to the curriculum of the program by collaborating with his or her colleagues?

Assessment of Teaching

The assessment of a faculty member's teaching is based upon quantitative and qualitative data. Exemplary teaching includes all of the elements list below. Minimum expectations are indicated with the symbol **. Please note that this table is not to be submitted. It is for you to use for your own assessment of your teaching.

Component	Assessment			
Syllabi		Yes	No	N/A
	Course content **			
	Teaching methods **			
	Course Outcomes **			
	Assessment Strategies **			
	Schedule of Topics **			
	Requirements **			
Curriculum		Yes	No	N/A
	Course review and revision – evidence **			
	New course development – evidence			
	Program review and revision – evidence			
	Contributions to program development – evidence			
	Consultation with other faculty members to ensure coordination and quality - evidence **			
Instruction		Yes	No	N/A
	Varied instructional strategies - evidence **			
	Information technologies in courses – evidence			
	Distance Education – evidence			
	Teach at varied sites - evidence			
Assessment	SEOI data ** Above dept., college, university average = 3 Average with dept., college, university = 2 Below dept., college, university average = 1	3	2	1
		Yes	No	N/A

	SEOI data used for improvement or enhancement – evidence **			
	Peer review of teaching			
	Field experience data used to enhance curriculum and instruction –evidence			
	Curriculum aligned with state, regional, national standards - evidence **			
	Program entry and exit assessments conducted with colleagues – evidence			
	Alumni data used			
Student Advising and Mentoring				
	Number of students advised in the major			
	Estimated number of course-related students			
	Number of students mentored			
Student Engagement		Yes	No	N/A
	Faculty mentored research – UGrad			
	Faculty mentored research – Grad			
	Student advising			
	Field experience supervision			
Faculty Engagement		Yes	No	N/A
	Professional development related to teaching**			
	Collaborative contribution to curriculum**			

College of Education and Professional Studies

Scholarship Policy

INTRODUCTION

We believe that the Teacher/Scholar Balance in the College of Education and Professional Studies is adaptable to our scholarly activities and pursuits. Therefore, CEPS considers scholarship in the following ways that are based on the Boyer Model:

- The Scholarship of Teaching is encompassed in the construct that quality teaching and scholarship are inseparable and, to that end, ensures continuity, as well as the continuance of teaching excellence and knowledge creation and acquisition.
- The Scholarship of Discovery is a commitment to create new knowledge, thus contributing to and enhancing the knowledge base in one's field or related fields. The results include broadening our students', as well as own, knowledge acquisition, critical thinking and resolution skills, and professional development.
- The Scholarship of Integration seeks the synthesis or new and different understandings and/or methodologies. Integration may result in the examination of the relevance of knowledge, technologies, or applications, as well as to contributing to the fusion and refinement of related fields.
- The Scholarship of Application focuses on a practical problem identification and resolution endeavor. Application is intended to promote invention, development of new approaches, or new ways to apply established approaches. The hallmark of Application lies in opportunities to contribute to community-based groups.
- The Scholarship of Artistic Creativity leads to the interpretation of human activity(ies). Artistic Creativity promotes our sense of aesthetics and provides insight into the world around us. Our Artistic Creativity contributions may result in an enhancement of our quality of life.

Preamble

Scholarship encompasses a broad range of study, has deliberate focus, and makes a contribution in a field or related field, as well as to our students. The scholarly contribution is measurable and accessible.

Merits of Scholarship

In judging the merits of the scholarship, the following primary question must be considered:

- Did the teacher/scholar contribute to the body of knowledge in the his/her field or related field? Did the teacher/scholar contribute to his/her students' knowledge acquisition, critical thinking and resolution skills, professional development, and/or quality of life enhancement? Did the teacher/scholar contribute directly or indirectly to the community at-large?

The following set of subsidiary questions should guide scholarship activities:

- Is there a field-related set(s) of questions, problems, or issues?
- Did the candidate develop a plan to address questions, problems, or issues?
- Did the candidate implement the plan(s) he/she developed?
- Did the candidate evaluate/analyze/synthesize the outcome(s)?
- Did the candidate address application(s) related to outcome(s)?
- Did the candidate share the results of the scholarship activity(ies)?

Dissemination

The dissemination of scholarship should be based on the following principles:

- The scholarship activity(ies) is(are) documented.
- The scholarship has an impact on the body of knowledge in the teacher/scholar's field or related field.
- The scholarship has an influence on a number of people in the same or related field.
- The scholarship undergoes a review process; that is, peer review, editorial review, or other appropriate professional review process.
- The composition of the audience is a criterion in the dissemination of the scholarship; that is, the audience should be scholars, practitioners, or preparing practitioners in the field or related field.
- The medium through which the scholarship is disseminated should have permanence; that is, electronic, hard-copy, presentation, products of creativity, and others.

Qualitative Assessment of Scholarship

The minimum requirement for scholarship is that it is documented. Other qualitative assessments include:

- dissemination medium: print, presentation, electronic, other;
- review process: peer; non-peer; invited; and
- audience: international/national; regional/state; local (generally considered service; if the teacher/scholar considers the local audience dissemination as scholarship, he/ she must provide a rationale to the departmental personnel committee for approval).

Dissemination of Scholarship

Certain scholarship dissemination methods listed below may be more highly valued than others. The categories are ranked in order of relative significance (beginning with the most important) in the consideration for reappointment, tenure, and promotion.

A teacher/scholar is encouraged to demonstrate scholarship dissemination in a variety of categories.

Categories of Dissemination

- *Publications (books, monographs, book chapters, peer-reviewed journals, non-peer-reviewed journals, technical reports) [may include traditional print media, electronic media, other means as noted above under Dissemination of Scholarship]*
- Presentations (international, national, regional, state, local professional conferences) Curriculum products for K-12 school districts and/or local/state/national curriculum development
- External/Internal Funding
- Creative Endeavors

TWO LEVELS OF SCHOLARSHIP DISSEMINATION

Note: All items of scholarship are 1) to be university-external published or disseminated, unless otherwise indicated, 2) have clearly attributable authorship on the item, and 3) related to the individuals unit of assignment (field or related field).

Peer reviewed publication(s) in professional journal(s) is/are required.

Category A

- Refereed professional journal
- Research monographs
- Scholarly books and chapters
- Textbooks
- Juried exhibitions and performances
- Peer-reviewed external grant (for the lead investigator)
- Other peer refereed works such as, but not limited to:
 - State/national adopted curricula
 - State/national adopted accreditation standards

Category B

- *Regional, national, or international peer-reviewed conference proceedings*
- Proposal submission for peer-reviewed external grant
- Serving as co-investigator or co-principal investigator on funded external peer-reviewed grant
- Principal investigator on other grants and contracts

- Authoring publicly available research and technical papers and reports
- Scholarly conference presentations (international, national, regional, state, local)
- Textbook chapters
- Externally published study guides
- Published book reviews
- Manuscript available through National Clearinghouse (e.g., ERIC or other electronic non peer-reviewed publications)
- Editor of book or special issue of journal
- Book/magazine article for juvenile audience
- Instructional/professional software
- Editor of published conference proceedings
- Reviewer/discussant/chair conference symposium
- Editorially reviewed publications
- CEPS Symposium, SOURCE, or other university-wide research dissemination events
- Major technical reports (grant-related reports, accreditation self-studies, etc.)

For Reappointment, Promotion, and Tenure

During the most recent six-year period, faculty members are expected to achieve a minimum of 5 items: at least 2 from Category A above and 3 from Category A or B. At least one item from category A must be a peer-reviewed publication in a professional journal related to ones teaching assignment at CWU.

For Post-tenure Review

Beginning with the most recent substantive review (tenure, promotion, and post tenure review), tenured faculty will be reviewed every three years. To meet the scholarship standard for CEPS, tenured faculty members are expected to complete at least three items from Category A or B during the previous 3 year review period. During a six year period, tenured faculty members are expected to complete at least one item from Category A and 4 from Category B.

College of Education and Professional Studies Service Policy

Introduction

Service includes faculty contributions to department, college, and university activities, as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department's missions and goals. In most cases, service should be directly related to a faculty member's teaching assignment and scholarship interests.

Preamble

Service focuses on the application of one's expertise. Faculty service is intended to promote collaboration and collegiality in the development of new approaches and policy, new ways to apply established approaches, and enhance the shared governance of the institution. The hallmark of service lies in opportunities to contribute to students, colleagues, academic department, college, university, community-based groups, and professional societies and organizations.

Merits of Service

In judging the merits of service, the following questions should be considered:

University, College, and/or Department

1. Is the faculty member contributing to the following divisions as a result of a committee appointment?
 - a. university
 - b. college
 - c. department
 - d. program

2. Is the faculty member making a contribution in the shared governance of the university, college, and/or department?

Professional

3. Is the faculty member active in professional societies or organizations?
 - a. national
 - b. regional
 - c. state
 - d. local

4. Is the professional service making a positive contribution to the faculty member's professional development and service to the department, college, or university?

Public

5. Is the faculty member active in communities by using his/her expertise to assist community groups?
 - a. international
 - b. national
 - c. regional
 - d. state
 - e. local
6. Is the faculty member contributing to his or her profession?
7. What other ways is the faculty member involved in service to/with students, colleagues, communities, and professional societies?

Assessment of Service

The assessment of a faculty member's service is based upon the level of responsibilities and performance. Service should never be equated with quantity; that is, the number of committees on which an individual sits. Examples of service include:

- University, college, department membership
- Professional society active membership
- Professional agency officer
- Consultant to a community group
- Contributor to media (TV, radio, newspaper, periodical, etc.)
- Sponsorship of student club
- Fund raising development activities
- Alumni related activities
- Student advising in majors and minors
- Others

Please note that this table is not to be submitted. It is for you to use for your own assessment of your service.

Service Type and Name (Such as Committee Name)	Assessment		
Program	Position and activity		
Department Committee(s)	Chair	Member	Other
College Committee(s)	Chair	Member	Other
University Committee(s)	Chair	Member	Other

Local Community	Position and activity		
State	Position and activity		
Regional	Position and activity		
National	Position and activity		
International	Position and activity		
Professional Societies/Groups: local	Position and activity		
Professional Societies/Groups: state	Position and activity		
Professional Societies/Groups: regional	Position and activity		
Professional Societies/Groups: national	Position and activity		
Professional Societies/Groups: International	Position and activity		
Reviewer or Editor to Professional Publications	Evidence		
Other service activities	Evidence		

College of Education and Professional Studies
Faculty Performance Standard
For Reappointment, Tenure, Promotion, and Post-Tenure Review

Reviewed and Recommended by CEPS Executive Council: September 28, 2006

Approved by: Rebecca S. Bowers, Dean, College of Education and Professional Studies

Dean's Signature

September 29, 2006
Date

Article 21 CBA

Reappointment, Promotion, Tenure and Post Tenure

21.4 The Professional Record shall be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete at the time of submission to the dean. Professional Records will contain a current CV, workload plans, annual faculty activities reports, performance evaluations, SEOIs, evaluation letters from prior evaluation periods, and any additional materials required by departments. Other material reflective of a faculty member's teaching, scholarship, or service may be included at the faculty member's discretion (*e.g.*, peer evaluation letters, copies of papers/abstracts).

Appendix D
Table 6 (Supplement)
Alumni Survey

Administered and Collected by CWU Testing and Assessment

PAGE: WELCOME: Information Technology and Administrative Management (ITAM) BS and BAS Alumni Survey Results

1. What year did you graduate from CWU?

		Response Percent	Response Count
2005	<input type="text"/>	26.7%	16
2006	<input type="text"/>	20.0%	12
2007	<input type="text"/>	26.7%	16
2008	<input type="text"/>	8.3%	5
2009	<input type="text"/>	18.3%	11
		answered question	60
		skipped question	0

2. ITAM Program of Study/Specialization Area?

		Response Percent	Response Count
Bachelor of Science (BS)	<input type="text"/>	95.0%	57
Bachelor of Applied Science (BAS)	<input type="text"/>	5.0%	3
		answered question	60
		skipped question	0

PAGE: BS

1. Which was your degree specialization?

		Response Percent	Response Count
Network Administration Management	<input type="text"/>	35.7%	20
		answered question	56
		skipped question	4

1. Which was your degree specialization?

Web and Database Administration and Management	<input type="text"/>	21.4%	12
Administrative Management	<input type="text"/>	32.1%	18
Retail Management and Technology	<input type="text"/>	10.7%	6
answered question			56
skipped question			4

PAGE: BAS

1. What was your BAS degree specialization?

		Response Percent	Response Count
Administrative Management	<input type="text"/>	20.0%	1
Information Technology	<input type="text"/>	80.0%	4
answered question			5
skipped question			55

PAGE: CONTINUE...

1. What is your most current employment? (please check all that apply)

		Response Percent	Response Count
Data/System Analyst	<input type="text"/>	8.8%	3
Database Administrator	<input type="text"/>	8.8%	3
IT Security and Compliance Manager		0.0%	0
IT Technician	<input type="text"/>	50.0%	17
answered question			34
skipped question			26

1. What is your most current employment? (please check all that apply)

Network Administrator/Manager	<input type="checkbox"/>	23.5%	8
Sales	<input type="checkbox"/>	8.8%	3
Web Designer	<input type="checkbox"/>	17.6%	6
Web Master	<input type="checkbox"/>	14.7%	5
Operations Manager	<input type="checkbox"/>	5.9%	2
Project Manager	<input type="checkbox"/>	11.8%	4
Store Manager	<input type="checkbox"/>	2.9%	1
Office Manger	<input type="checkbox"/>	11.8%	4
Consultant	<input type="checkbox"/>	5.9%	2
Business Owner	<input type="checkbox"/>	11.8%	4
Seeking Employment	<input type="checkbox"/>	11.8%	4
Show replies Other			12
answered question			34
skipped question			26

2. What type of industry do you work in? (please check all that apply)

		Response Percent	Response Count
For-profit corporation or organization	<input type="checkbox"/>	82.1%	32
Non-profit organization	<input type="checkbox"/>	12.8%	5
Self-employed	<input type="checkbox"/>	7.7%	3
Show replies Other			3
answered question			39
skipped question			21

3. How important are each of the following competencies to your career?

	Not at all important	Not important	Somewhat important	Very important	Critical	Response Count
a. Thinking critically - check your and others' assumptions; consider multiple perspectives from various sources, etc.	2.6% (1)	0.0% (0)	7.9% (3)	42.1% (16)	47.4% (18)	38
b. Written communications – purpose, organization, development, mechanics	2.6% (1)	0.0% (0)	21.1% (8)	50.0% (19)	26.3% (10)	38
c. Oral communications – vocal delivery, gestures, eye contact, good listening	0.0% (0)	0.0% (0)	21.6% (8)	54.1% (20)	24.3% (9)	37
d. Quantitative reasoning - apply quantitative tools and computer skills to solve problems; comprehend symbolic representations	2.6% (1)	5.3% (2)	18.4% (7)	44.7% (17)	28.9% (11)	38
e. Information literacy - critically evaluate data sources as I gather relevant information	2.6% (1)	0.0% (0)	28.9% (11)	42.1% (16)	26.3% (10)	38
f. Ability to apply knowledge of technology and management skills appropriate to the discipline.	2.6% (1)	2.6% (1)	13.2% (5)	42.1% (16)	39.5% (15)	38
g. Ability to analyze a problem, and identify and define the requirements appropriate to its solution.	2.6% (1)	2.6% (1)	2.6% (1)	39.5% (15)	52.6% (20)	38
h. Ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.	5.3% (2)	13.2% (5)	31.6% (12)	31.6% (12)	18.4% (7)	38
i. Ability to function effectively on teams to accomplish a common goal.	2.6% (1)	2.6% (1)	26.3% (10)	39.5% (15)	28.9% (11)	38
j. Understanding of professional, ethical, legal, security, and social issues and responsibilities.	2.6% (1)	2.6% (1)	28.9% (11)	50.0% (19)	15.8% (6)	38
k. Communicate effectively with a range of audiences.	0.0% (0)	0.0% (0)	26.3% (10)	36.8% (14)	36.8% (14)	38
				answered question		38
				skipped question		22

3. How important are each of the following competencies to your career?

l. Ability to analyze the local and global impact of technology and management decisions on individuals, organizations, and society.	7.9% (3)	23.7% (9)	44.7% (17)	21.1% (8)	2.6% (1)	38
m. Recognition of the need for and an ability to engage in continuing professional development.	2.6% (1)	2.6% (1)	26.3% (10)	44.7% (17)	23.7% (9)	38
n. Ability to use current techniques, skills, and tools necessary for technology and management practice appropriate to the discipline.	2.7% (1)	0.0% (0)	27.0% (10)	43.2% (16)	27.0% (10)	37
o. Ability to identify and analyze customer and/or organizational needs and take them into account in the selection, creation, evaluation, and administration of technologies and management practices.	2.6% (1)	2.6% (1)	28.9% (11)	39.5% (15)	26.3% (10)	38
p. Understanding of current issues in the content of technology and/or management standards and their application.	5.3% (2)	21.1% (8)	23.7% (9)	39.5% (15)	10.5% (4)	38
q. Ability to assist in the creation of an effective project plan.	5.3% (2)	7.9% (3)	18.4% (7)	47.4% (18)	21.1% (8)	38
r. Ability to anticipate and manage continual technological and organizational change.	2.7% (1)	5.4% (2)	29.7% (11)	43.2% (16)	18.9% (7)	37
s. Ability to advise and consult effectively on technological and managerial decisions.	2.6% (1)	2.6% (1)	26.3% (10)	55.3% (21)	13.2% (5)	38
				answered question		38
				skipped question		22

4. How well did CWU prepare you for each of these competencies?

	Not at all prepared	Not prepared	Somewhat prepared	Prepared	Very prepared	Response Count
						answered question
						39
						skipped question
						21

4. How well did CWU prepare you for each of these competencies?

a. Thinking critically - check your and others' assumptions; consider multiple perspectives from various sources, etc.	0.0% (0)	5.3% (2)	36.8% (14)	52.6% (20)	5.3% (2)	38
b. Written communications – purpose, organization, development, mechanics	0.0% (0)	0.0% (0)	23.1% (9)	56.4% (22)	20.5% (8)	39
c. Oral communications – vocal delivery, gestures, eye contact, good listening	0.0% (0)	10.3% (4)	23.1% (9)	53.8% (21)	12.8% (5)	39
d. Quantitative reasoning - apply quantitative tools and computer skills to solve problems; comprehend symbolic representations	0.0% (0)	13.2% (5)	39.5% (15)	44.7% (17)	2.6% (1)	38
e. Information literacy - critically evaluate data sources as I gather relevant information	0.0% (0)	10.3% (4)	30.8% (12)	53.8% (21)	5.1% (2)	39
f. Ability to apply knowledge of technology and management skills appropriate to the discipline.	2.6% (1)	7.7% (3)	43.6% (17)	43.6% (17)	2.6% (1)	39
g. Ability to analyze a problem, and identify and define the requirements appropriate to its solution.	0.0% (0)	10.5% (4)	34.2% (13)	47.4% (18)	7.9% (3)	38
h. Ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.	2.6% (1)	26.3% (10)	26.3% (10)	39.5% (15)	5.3% (2)	38
i. Ability to function effectively on teams to accomplish a common goal.	0.0% (0)	5.3% (2)	26.3% (10)	50.0% (19)	18.4% (7)	38
j. Understanding of professional, ethical, legal, security, and social issues and responsibilities.	0.0% (0)	10.3% (4)	28.2% (11)	51.3% (20)	10.3% (4)	39
k. Communicate effectively with a range of audiences.	0.0% (0)	2.6% (1)	31.6% (12)	47.4% (18)	18.4% (7)	38
l. Ability to analyze the local and global impact of technology and	2.6% (1)	28.9% (11)	39.5% (15)	26.3% (10)	2.6% (1)	38

answered question 39

skipped question 21

4. How well did CWU prepare you for each of these competencies?

management decisions on individuals, organizations, and society.						
m. Recognition of the need for and an ability to engage in continuing professional development.	2.6% (1)	5.3% (2)	31.6% (12)	55.3% (21)	5.3% (2)	38
n. Ability to use current techniques, skills, and tools necessary for technology and management practice appropriate to the discipline.	0.0% (0)	10.5% (4)	36.8% (14)	50.0% (19)	2.6% (1)	38
o. Ability to identify and analyze customer and/or organizational needs and take them into account in the selection, creation, evaluation, and administration of technologies and management practices.	2.6% (1)	23.1% (9)	38.5% (15)	35.9% (14)	0.0% (0)	39
p. Understanding of current issues in the content of technology and/or management standards and their application.	0.0% (0)	21.1% (8)	36.8% (14)	39.5% (15)	2.6% (1)	38
q. Ability to assist in the creation of an effective project plan.	2.6% (1)	10.3% (4)	33.3% (13)	48.7% (19)	5.1% (2)	39
r. Ability to anticipate and manage continual technological and organizational change.	2.6% (1)	23.1% (9)	30.8% (12)	43.6% (17)	0.0% (0)	39
s. Ability to advise and consult effectively on technological and managerial decisions.	0.0% (0)	17.9% (7)	35.9% (14)	43.6% (17)	2.6% (1)	39
				answered question		39
				skipped question		21

5. What did you like best about the ITAM program at CWU?

	Response Count
answered question	32
skipped question	28

5. What did you like best about the ITAM program at CWU?

[Hide replies](#)

32

- | | | |
|-----|---|----------------------------|
| 1. | I like the business writing classes and principals of selling where we studied the Color Code which taught us how to communicate with all types of people. I also liked the computer skills classes Excel, Word, Power Point, Access...those skill for the most part have been very beneficial. | Tue, Aug 31, 2010 9:05 AM |
| 2. | Working in Marketing Research now, I am constantly recalling things that Dr. Lupton went over in his Intro Marketing class. | Tue, Aug 10, 2010 8:04 PM |
| 3. | the professors | Wed, Aug 4, 2010 11:32 PM |
| 4. | It was very small so the time with professors, other colleagues, and classes was intimate which helped in all realms of learning my degree. | Wed, Aug 4, 2010 8:41 AM |
| 5. | <p>1) It was a small department when I was there, and most of the professors wanted to be there. They also volunteered a lot of personal time to help students. I still speak highly of them today when I run into other alumni.</p> <p>2) The project management and business admin courses were very helpful, I am thankful for those.</p> <p>3) It wasn't too hard.</p> | Sat, Jul 31, 2010 8:37 PM |
| 6. | They had good teacher, and i feel prepared to success in life. | Sat, Jul 31, 2010 1:23 AM |
| 7. | I enjoyed learning from professors that were knowledgeable on the topics they taught. The professors that went beyond the text book allowed for more real world application. | Fri, Jul 30, 2010 4:02 PM |
| 8. | I liked that my major was a mix of finance, IT, business and retail classes. | Fri, Jul 30, 2010 2:21 PM |
| 9. | <p>There are a few items that come to mind in this category. To begin with, without a doubt, it is the internship. Let me say it again, the internship. Actual work experience is absolutely critical in every possible respect. The fact that the ITAM program has an internship requirement is absolutely a necessity to the program's continued success. Without any actual work experience I feel that, frankly, most graduates are completely ill prepared for an actual 'career' in the IT industry.</p> <p>When I attended CWU, the second strength of the ITAM program was Professor Rawlinson. In my humble estimation at the time I attended he was the ONLY professor truly qualified to disseminate Information Technology subject matter to students. His classes were (for the most part) challenging and provided insights into subject matter that are appropriate for the field.</p> | Thu, Jul 29, 2010 11:08 PM |
| 10. | The network classes (there should be more) | Thu, Jul 29, 2010 7:20 PM |
| 11. | The instructors | Thu, Jul 29, 2010 6:00 PM |
| 12. | It could be used in any business. Easy to adapt classroom training to business life. | Thu, Jul 29, 2010 12:42 PM |
| 13. | I enjoyde the learning environment of small class sizes. I new my instructors and they knew me. | Thu, Jul 29, 2010 12:32 PM |
| 14. | The hands on traning experience and real world problem solving simulations in the classroom. | Tue, Jul 27, 2010 12:06 PM |

[50 responses per page](#)
answered question **32**
skipped question **28**

5. What did you like best about the ITAM program at CWU?

15.	Nice people	Tue, Jul 27, 2010 10:13 AM
16.	Diversity in soft skills and technical classes. I was able to have a close relationship with several professors.	Mon, Jul 26, 2010 1:32 PM
17.	Class size.	Sat, Jul 24, 2010 3:05 PM
18.	Very comprehensive on Microsoft programs	Sat, Jul 24, 2010 1:02 AM
19.	Irene Cheyne was a great professor, I'm not sure if she's still there, so maybe she "is" still a great professor.	Fri, Jul 23, 2010 1:44 PM
20.	Bob Lupton	Fri, Jul 23, 2010 11:43 AM
21.	Small classes, individual attention.	Fri, Jul 23, 2010 11:09 AM
22.	Availability of the professors, The professors were very knowledgeable and always willing to help.	Thu, Jul 22, 2010 8:18 PM
23.	The relationships I developed with faculty and fellow students with similar interests.	Thu, Jul 22, 2010 7:50 PM
24.	Friendly instructors, internship	Thu, Jul 22, 2010 3:20 PM
25.	I graduated	Thu, Jul 22, 2010 2:22 PM
26.	The business communication classes were good and have proved to be some what useful.	Thu, Jul 22, 2010 2:20 PM
27.	The instructors. They listened to some off the wall student concepts and provided feedback based on their real world experiences.	Thu, Jul 22, 2010 1:41 PM
28.	The administrative management courses.	Thu, Jul 22, 2010 1:26 PM
29.	All the professors were very into each student and there anytime we needed help. Most of the classes were very interesting. Engaging and put me to the test.	Thu, Jul 22, 2010 1:24 PM
30.	The Business management classes.	Thu, Jul 22, 2010 1:01 PM
31.	It covered a wide range of topics that have become useful in the working world.	Thu, Jul 22, 2010 12:53 PM
32.	Included management classes essential to the majority of professions as well as the technology skills I was able to bring to an office atmosphere.	Thu, Jul 22, 2010 12:52 PM

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answered question **32**
skipped question **28**

6. What aspect of the ITAM program needs the most improvement?

**Response
Count**

answered question **33**
skipped question **27**

6. What aspect of the ITAM program needs the most improvement?

[Hide replies](#)

33

- | | | |
|----|---|----------------------------|
| 1. | For me, and all my friends who were in the program with me, the classes where we learned about the insides of computers were useless, and I believe they were required. | Tue, Aug 31, 2010 9:05 AM |
| 2. | My major was web administration, but I felt the program really lacked (aside from the JavaScript class) any actual web administration like classes. Yes there were Dreamweaver and a Flash class, but both were easy ways to create webpages that didn't really allow you understand what was going on behind the website. I realize it is not a web program as intensive as Computer Science, but it would have been helpful.

Also I thought the intro class where we all had to buy \$200 Dell PDA's was a complete waste of money and time especially since it was a requirement to graduate. | Tue, Aug 10, 2010 8:04 PM |
| 3. | maybe could use more hands on with things like vpn's and firewalls and other technologies beyond windows server os and vnrking in my specialization | Wed, Aug 4, 2010 11:32 PM |
| 4. | To teach the students how to effectively keep up with changing technology. | Wed, Aug 4, 2010 8:41 AM |
| 5. | Most of the technologies being taught when I was there were already obsolete (Adobe Dreamweaver, MCSE from year 2000, disassembling 486's, Access databases, ASP.) Some of the web curriculum might have been better run through the established Computer Science department, but it's been 5 years since I was there, which is a lifetime in technology. These would be my dream courses if I started today:

-Modern Web Dev (HTML5 + CSS + AJAX)
-Server Side Scripting (php, .NET, ruby on rails, python)
-SQL for web and enterprise (mySQL, oracle)
-Web Server admin (IIS, LAMP stack)
-Design for business (typography, document layout, branding) | Sat, Jul 31, 2010 8:37 PM |
| 6. | Have teacher that speak english well. | Sat, Jul 31, 2010 1:23 AM |
| 7. | The real world wants to see that you are knowledgeable in either a specific topic or a wide range of information and know how to apply it. I believe having classes that allowed ease of certification in a subjects would help students to find jobs after graduation. | Fri, Jul 30, 2010 4:02 PM |
| 8. | The things I learned about retail were not relevant when I became a retail manager. I studied trends and the technologies of retail when what I really needed to know was how to be a great boss and an effective leader. I think adding a human resources class and more classes about managing people would be helpful. | Fri, Jul 30, 2010 2:21 PM |
| 9. | Please let me first state that what is to come in this analysis will be at times difficult for the ITAM faculty to accept as it will sound extraordinarily negative. While it will be negative, it will also be the truth as expressed both by myself and a number of former graduates AND current students I have spoken with. However, please try to understand that this comes from someone who desperately wants the ITAM department to DRASTICALLY improve so that graduates are respected in the industry and adequately prepared to enter the working world and excel. So, let me try to highlight all the key areas that the ITAM department needs to rapidly improve starting with professors.

When I attended (other than Professor Rawlinson) the rest of the "IT" professors were sadly lacking in appropriate qualifications. While they were very nice, most professors had almost no real, hard experience in the IT field and held degrees in loosely related disciplines that focused on management or other subject matter areas (like MIS, which is | Thu, Jul 29, 2010 11:08 PM |

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answered question 33

skipped question 27

6. What aspect of the ITAM program needs the most improvement?

NOT the same). These professors were completely inadequately prepared to really challenge students and help them develop a passion for IT. Many were doing nothing more than teaching from a book because that is all they were really qualified to do. I know that several changes to staff have been made since I graduated and I have spoken with other students and to my great displeasure the situation has not been rectified. I don't know any other way to say this but some of the new professors are literally a joke to some of the serious ITAM students. The reason for this, as you might expect, is lack of subject matter knowledge and experience. The ITAM program needs to beg, borrow or steal to get qualified subject matter experts in Information Technology areas (with doctorates or industry professionals, does not matter) who can really speak from experience. Also, while I know this is never going to happen, the department needs to clean house with some of the less qualified professors to make room for someone with a decent background in IT.

Now, I want to make sure that I don't completely misrepresent my opinions about Professor Rawlinson. While I have highlighted him as an example of the level of knowledge that ITAM professors should have, that is not to say that he is not without significant faults that must be corrected. To put it bluntly, he has a severe respect issue with students both past and present. There are many students who treat the IT program as a joke and this is not to be tolerated. However, there are also students who are serious and he fails to treat them as respected members of the ITAM community at CWU, choosing rather to look down on them. This is not tolerable. Secondly, he is acting as a huge detriment to potential decent, knowledgeable hires in the ITAM department. He literally feels (this is a quote, I have heard it) that professors who might come into the department who have knowledge of networking or server related technology would be getting into "his area" and then what is "he supposed to do". At the same time and in the same sentence he also complained that he didn't have enough "time" to teach all the networking/server classes that the department wanted him to teach. So, he doesn't have time to teach all the classes he is qualified to teach but someone else can ONLY come into the department to pick up some of the slack as long as they are poorly qualified and he doesn't view them as a threat. His presence is retarding the growth of the entire department. It's so ironic that while he is an example (in terms of knowledge) of the sort of IT professors ITAM needs, he is at the same time trying to prevent them from being hired because of his own ego and territorial nature. While it pains me to say this someone needs to either force him to make a substantial personality change or he needs to leave the department for the betterment of the students so that other professors who are knowledgeable in the field can be hired without his interference.

To put it bluntly, far too many classes in the ITAM major are a joke. If the program wants to gain any respect with the rest of the college and with the industry several actions need to happen. First, almost all the "administrative management" course-work and requirements need to be dropped. Here's the unfortunate reality and reason why. While an IT student coming out of the program will be going to work for a business, the level at which they will work is going to be fairly far removed from any management functions of any kind. By the time they might make it to a management position they will have long since forgotten any of that information. One, decent, challenging, 300 level, 5 credit business related course would be more than enough to cover business terms and functionality as it relates to IT. The reality is that the ADMG course-work is stifling the IT students in the program. These courses are wasting precious credits that could be used for REAL IT courses that students desperately need. By trying to have some of both students are gaining little from the ADMG classes and not enough from the IT classes. Students should come out with a completely IT centric degree and if they so decide that they want business experience they need to get a business minor or come back and get an MBA later. I cannot stress how important it is to rid the ITAM program of the AM and just make it "IT" for the betterment of the IT students.

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answered question	33
skipped question	27

6. What aspect of the ITAM program needs the most improvement?

Secondly, classes are lacking challenge. While this may be hard to deal with for a year or two, the course work (even at the 200 level) for IT classes needs to ramp up in difficulty. This will mean that many, many current students that I graduated with would have failed but I think in the long-term this will mean nothing but good things for the program. Better, more serious students will be attracted to the IT major (which is currently the laughing stock of students in the more respected CS major) and will graduate and find better, more highly paid jobs in the industry and spread the word about the quality of the education they received. It will take time and there will be growing pains as the program loses students who were simply there for an easy major they don't have a passion for but in the end it will be better for everyone, particularly the students who remain. Course-work and tests need to be as hard as some of the industry standard Microsoft exams. If it's any easier than that, it's not worth teaching. Subject matter for even the 200 level courses should be what Professor Rawlinson currently teaches for his security or active directory classes. By the time you reach 400 level coursework students should be significantly challenged and synthesizing information from all of their previous classes to diagram out networks and systems and prepare upgrade plans and documentation, not skating through to graduation. Unfortunately, this also goes hand-in-hand with my plea for better, more qualified, knowledgeable professors. Without these, you will never have the challenging courses you desperately need to attract better students. I have stated it before and let me state again, professors who have ACTUALLY industry experience and knowledge of working IT systems and technologies that are passionate and up-to-date.

Third, IT courses are gravely lacking in depth. IT students take "networking" courses without even touching a command line based router or switch (or a GUI based one). This would be laughable to most employers who would never let someone like this touch their core switch. Students would be better served to attend a technical college that actually has old routers and racks of older equipment to experiment with. The ITAM program laughably gives graduates the idea that they might be working as a "network administrator" when most students who graduate with that degree don't even truly know that that even IS much less aren't even an iota qualified to do it. The same applies for the database administration major and field. Again to even vaguely prepare IT students for these areas I reiterate my point that the major needs MORE IT classes and they have to start at a much level higher of difficulty. Even with these improvements, many technicians are going to be working at worst as a call center agent, more likely (for the more motivated students) helpdesk technicians or most unlikely as junior system administrators. So, the reality is that a significant portion of the initial course work should be geared toward desktop support and critical thinking ability. A challenging 5 credit course could cover the Microsoft Windows7 desktop support exam AND the Office applications without being overly difficult. Any of the course-work that I had to take initially for the ITAM department was a waste of time for anyone who already had an interest in IT (which is ideally the sort of student you want to attract).

I know this has been hard to hear and depending on who is reading this (Dr. Lupton I could see taking it seriously) my advice may be completely discarded. Either way I at least wanted to make some small attempt to highlight some of the major flaws in the program that students I have spoken with have been too afraid (or felt that it was a waste of time) to address with the faculty. Let me also offer some small apology to Professor Rawlinson for the harsh words I had for him. Unfortunately, my commentary was truthful, unpleasant as it may be and I can only hope that it is taken to heart and the situation improves for the sake of all future graduates. Somehow, I doubt my small amount of feedback will result in a drastic turn-around of the program in the years to come but, I can hope. I'll be watching, continuing to talk to future graduates and hoping that the major improvements to the program that I have suggested come to fruition.

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skipped question 27

6. What aspect of the ITAM program needs the most improvement?

10.	Needs hardware classes.	Thu, Jul 29, 2010 7:20 PM
11.	The other instructors	Thu, Jul 29, 2010 6:00 PM
12.	More educators with real world experience. Teach from experience and less out of the book.	Thu, Jul 29, 2010 12:42 PM
13.	Most of the items listed in the survey I learned in my Master degree. A Master degree in Information Technology would go a long way in preparing students for the managerial aspects of an organization. I believe my degree did not prepare me as much to enter the workforce as it did in taking the next step toward a master degree.	Thu, Jul 29, 2010 12:32 PM
14.	Less theoritcal lessons and more real problem challenges.	Tue, Jul 27, 2010 12:06 PM
15.	More hands-on work. Less philosophical lecturing. Less online courses. Hands-on in labs is the best way to learn IT, especially networking.	Tue, Jul 27, 2010 10:13 AM
16.	overlap in class objectives - several classes covered identical information.	Mon, Jul 26, 2010 1:32 PM
17.	By looking at your website, everything seems to be on the right track.	Sat, Jul 24, 2010 3:05 PM
18.	In network administration - no focus on network hardware (CISCO Switches, etc). This is a major difficiency to me in the workplace.	Sat, Jul 24, 2010 1:02 AM
19.	Preparing students to get a job in the real world.	Fri, Jul 23, 2010 1:44 PM
20.	The advisors. I was assigned 2 different advisors and neither of them helped me. I had to seek help from another professor.	Fri, Jul 23, 2010 11:43 AM
21.	You could tell which professors had tenure because they didn't seem to care at all. I took a completely pointless class about Visio, where the tenured professor only seemed to care about the child she had just adopted and not whether or not we were learning anything. We simply handed in packets that we completed, and she "graded" them. I got an A and I barely did any work. As a returning student who was slightly older than some of the other students (I was 25 at the time), I felt like the content of many of the classes was directed at students who had never worked in "the real world" before. I was disappointed that we weren't taught more real world applications that even the youngest students should know. If I didn't already have the experience and the background, my degree would have been pointless. Lay off the busy work - when you work somewhere like Microsoft, you need real skills that you can apply to real world situations. Also, try to find some better internship opportunities. Ellensburg may be limited, but reaching out to other nearby cities could be helpful.	Fri, Jul 23, 2010 11:09 AM
22.	I wish ITAM, would concentrate more on technology. I have great knowledge of administrative management, but lack some of the skills on information technology side. Taking just one class on access, or excell should just be the beginning.	Thu, Jul 22, 2010 8:18 PM
23.	The lack of flexibility in course requirements as well as the lack of required course availability.	Thu, Jul 22, 2010 7:50 PM
24.	JOne thing I find my self suffering from is a lack or resources to refer back to. Many of my IT classes (web, networking) did not require textbooks. At the time it was great saved me money! Now, though, I wish I had text books AND my notes to reference when I need a 'refresh', rather than just my scribbled notes. Database and internet (wi-fi, firewall, networking). I honestly could not tell you 1/2 of what I learned in these classes - this may also be effected by the lack of books and how people retain info (like me, I need to read, highlight, and reference), not just hear it once	Thu, Jul 22, 2010 6:31 PM

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answered question 33

skipped question 27

6. What aspect of the ITAM program needs the most improvement?

and make a quick note of it.

25. I never felt extremely challenged, I think you could have packed more substance into the classes. Also, being a network engineer, I felt my career was mostly overlooked. Switches, routers, wireless, etc. were only a single chapter in one class. Thu, Jul 22, 2010 3:20 PM

26. Real world scenarios Thu, Jul 22, 2010 2:22 PM

27. I'm a web developer/designer and I didn't feel that the Web Administration program provided me with the necessary tools to get an entry level position. Specifically I felt that there should have been more focus on actual programming languages and less focus on how to use software. When I attended CWU I was taught how to use Dreamweaver, Fireworks and Flash, which essentially proved to be useless. On the programming side of things I was required to take one JavaScript class and one SQL/ASP class. Thu, Jul 22, 2010 2:20 PM

Upon graduating I had to further educate myself just to meet the minimum requirements for an entry level position. I felt like I was at a major disadvantage compared to my peers.

After working in the industry for four years my recommendation would be to provide more classes that focused on practical real world technologies. In my opinion each class should include hands on assignments that require the students to actually code instead of being tested on material found in a text book. If I could do over again here is what I would want to see on the curriculum:

*Photoshop/UI Principles - Photoshop is the most widely used graphics program for web development.

*XHTML/CSS - ALL hand coding - no software except for a syntax highlighter like notepad++

*JavaScript 1 - Basic introduction to JS

*JavaScript 2 - Intermediate to Advanced JS techniques, use of AJAX libraries like jQuery and MooTools. Introduction to HTML5. Use of APIs - Google Maps, RSS Feeds, Yahoo Weather and Twitter.

*Server Administration - Introduction to LAMP - setting up a web server, basic shell commands, basic apache maintenance, introduction Linux file structure

*Introduction to Server side scripting - This could be anything but I find that PHP is the most commonly used.

*Advanced Server Side Scripting - Builds on the class above. Introduces application that communicate with DB's and OOP programming. Introduction to Open Source CMS like Drupal, Word Press or CMS Made Simple.

*Database Management 1 - Practical use of one of the following technologies MySQL, SQL or Postgre. Again the focus of this class shouldn't be MS Access or phpMyAdmin. It's good to know how to utilize these tools but it's far more useful to truly understand the SQL language.

*Database Management 2 - Builds on the above

*IT 351 Computer Networks - At least 1/3 of this class should focus on DNS, DNS

50 responses per page

answered question 33

skipped question 27

6. What aspect of the ITAM program needs the most improvement?

Servers and the different kind of DNS records. This is such an important thing to know within the web industry.

I'm not sure where this would fit in but I also feel that it's important to include a section on the OS community and the resources available. Tools like Word Press, Drupal, CMS Made Simple and PHP-Nuke are widely used throughout the industry.

If I had these skills coming out of CWU I would have been in a much better position. This industry doesn't hire college graduates as managers, generally you have to work within the team before moving on to this level. In order to do this you must have a fair amount of technical knowledge. Below are a couple of great resources:

<http://www.sitepoint.com>
<http://php.opensourcecms.com/>
<http://www.smashingmagazine.com/>
<http://jquery.com>

- | | | |
|-----|--|----------------------------|
| 28. | I would have liked a hands on lab to apply some technology related concepts. | Thu, Jul 22, 2010 1:41 PM |
| 29. | The technical preparation for a career in an IT profession was lacking. More focus needs to be placed on obtaining known industry certifications during the course of study, ie. CCNA, RCDD. This should be a mandatory requirement in order to receive a diploma. Specialization in the IT industry is the most critical component to achieving success in the field. | Thu, Jul 22, 2010 1:26 PM |
| 30. | Some of the classes were not up to par and I don't think I took as much out of the class as I could have either because to much work or not enough hands on. Some of the classes had lots and lots and homework that made me just try and get it done instead of really truly learning what it is I needed to do. Also, at least when I was there, some of the classes seemed thrown together. Teachers struggled through the class as did the students. | Thu, Jul 22, 2010 1:24 PM |
| 31. | As far as the Database Specialization goes, there should be more in depth IT classes for C#, VB, MDX and SQL . There should be classes on Data Modeling, architecture and maintenance. Most of the classes are beginner level classes. It is hard to get a job without experience in the field of database, and it doesn't help when your only options for IT classes are Hardware beginning class, and basic database management. All these classes should have labs where you thoroughly learn how to do everything and then are tested on it. I also feel the department should do something to help IT students get good internships. I did not know anyone when i went to school there, so it was very hard for me to find an internship. I ended up working for free and still did not learn anything from it. | Thu, Jul 22, 2010 1:01 PM |
| 32. | PHP/MYSQL and Javascript training are a MUST!!!! I didn't get any training in PHP when I attended and since the web is going dynamic I got thrown in with the sharks. also, XHTML and CSS2 at the very least are a must. I learned HTML 4.0 in class and when I graduated XHTML was the standard. Hand coding is also a must. No WYSIWYG. No one will employ you if that is all you know. I would also have liked to learn the cutting edge technologies like JQuery and XML. | Thu, Jul 22, 2010 12:53 PM |
| 33. | The IT classes - Word, Excel, etc. are not interactive at all. Maybe group projects... etc. | Thu, Jul 22, 2010 12:52 PM |

50 responses per page

answered question 33
 skipped question 27

7. Please select the response that best describes your opinion about your education at CWU.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Response Count
a. I am very satisfied with my education	0.0% (0)	5.1% (2)	35.9% (14)	43.6% (17)	15.4% (6)	0.0% (0)	39
b. The ITAM curriculum provided useful perspectives on critical issues facing the profession.	5.1% (2)	17.9% (7)	23.1% (9)	46.2% (18)	7.7% (3)	0.0% (0)	39
c. Advising was a strength in the ITAM department.	7.7% (3)	17.9% (7)	33.3% (13)	25.6% (10)	12.8% (5)	2.6% (1)	39
d. ITAM's completely online classes were effective in teaching the curriculum.	7.7% (3)	5.1% (2)	20.5% (8)	7.7% (3)	2.6% (1)	56.4% (22)	39
e. My ITAM internship was an important part of my education.	7.7% (3)	17.9% (7)	23.1% (9)	10.3% (4)	41.0% (16)	0.0% (0)	39
						answered question	39
						skipped question	21

8. Are you...?

	Response Percent	Response Count
Male <input type="checkbox"/>	59.0%	23
Female <input type="checkbox"/>	41.0%	16
	answered question	39
	skipped question	21

9. Your approximate annual income is...?

	Response Percent	Response Count
Less than \$20,000 <input type="checkbox"/>	5.1%	2
	answered question	39
	skipped question	21

9. Your approximate annual income is...?

\$20,000 to \$40,000	<input type="text"/>	38.5%	15
\$40,001 to \$60,000	<input type="text"/>	35.9%	14
\$60,001 to \$80,000	<input type="text"/>	15.4%	6
\$80,001 to \$100,000		0.0%	0
\$100,001 to \$120,000	<input type="checkbox"/>	5.1%	2
\$120,001 to \$140,000		0.0%	0
Over \$140,000		0.0%	0
		answered question	39
		skipped question	21

10. What is your highest level of education?

		Response Percent	Response Count
Bachelor (BS, BAS, or BA)	<input type="text"/>	97.4%	38
Master's (MS or MA)	<input type="checkbox"/>	2.6%	1
Professional (e.g. JD)		0.0%	0
Doctorate		0.0%	0
		answered question	39
		skipped question	21

11. What is your race or ethnicity? (please select all that apply)

	Response Percent	Response Count
American Indian or Alaskan Native	0.0%	0
		answered question
		40
		skipped question
		20

11. What is your race or ethnicity? (please select all that apply)

Asian	<input type="checkbox"/>	2.5%	1
Black or African American		0.0%	0
Hispanic / Latino	<input type="checkbox"/>	5.0%	2
Native Hawaiian or other Pacific Islander		0.0%	0
White	<input type="text" value=""/>	82.5%	33
prefer not to answer	<input type="checkbox"/>	10.0%	4
answered question			40
skipped question			20

12. Any other comments for the ITAM department at CWU?

	Response Count
Hide replies	14
1. In addition to my BS, I have also earned a Certificate from the University of Washington in Human Resources Management and plan to earn my PHR Certificate in the near future.	Tue, Aug 31, 2010 9:05 AM
2. I want my money back	Mon, Aug 9, 2010 10:58 PM
3. loved my professors. good program.	Wed, Aug 4, 2010 11:32 PM
4. Glad to see that Rawlinson, Braunstein and Wahle continue to teach. Thanks for all your patience and hard work! I'll forever appreciate it.	Sat, Jul 31, 2010 8:37 PM
5. Having a testing facility on campus that would allow for students to work towards certification I believe would be great. I know of students that graduated from Perry Tech where working towards certifications is required has helped them to move up the ladder more quickly. I believe more students would do this if they didn't have to travel to Yakima or Bellevue to take certification exams.	Fri, Jul 30, 2010 4:02 PM
6. See above for my comments about what areas need most improvement.	Thu, Jul 29, 2010 11:08 PM
7. Thank you	Thu, Jul 29, 2010 6:00 PM
8. Keep improving the program so the best IT specialist come from CWU.	Tue, Jul 27, 2010 12:06 PM
25 responses per page	
<hr/>	
answered question 14	
skipped question 46	

12. Any other comments for the ITAM department at CWU?

- | | |
|---|----------------------------|
| 9. I am concerned about the push for online programs. I feel they provide a weaker education. Talking about going through the motions, is a good example of many of the courses I took. Can you describe in a course lecture how to drive a car? Students need hands-on, real-life, physical assignments. | Tue, Jul 27, 2010 10:13 AM |
| 10. I'm currently in a Master's in Teaching program | Fri, Jul 23, 2010 1:44 PM |
| 11. I don't know what you are offering at this time, but I would recommend that some of the classes like Word, Excel and PowerPoint be offered online. | Fri, Jul 23, 2010 11:09 AM |
| 12. My original specialization was Admin Mgt - due to the personnel shuffling that went on prior to graduation, I changed my specialization. Two of my most important mentors were suddenly gone and the capstone classes suffered as inexperienced graduate students were brought in to teach them without sufficient understanding of what material had already been covered. | Thu, Jul 22, 2010 1:20 PM |
| 13. My fiance and a friend have majored in IT at other schools in Missouri there classes consisted of really good every day problems and tasks having to deal with the IT field. CWU should be doing if not the same, but better. We need to step our game up! | Thu, Jul 22, 2010 1:01 PM |
| 14. the web department needs more than one professor to balance it. I had Professor Wahle and although he was good, his teaching style was hard for me to follow. There needs to be more preparation and more than just 3 web classes. The web design program should also include a graphics design class because in the real world most employers want you to handle both. A User Interface design class would be nice too. All in all on-the-job experience has been far more useful than my education through Central. | Thu, Jul 22, 2010 12:53 PM |

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answered question	14
skipped question	46

Appendix E

Program Goal 1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.

Student Learner Outcomes Data – Specific Courses

2009-10 Student Learner Outcomes Data – Specific Courses

Hideki Takei

Assessment of Learning Outcome for A:

An ability to apply knowledge of technology and management skills appropriate to the discipline.

ADMG424 Administrative Management Policy

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Spring 2010	<p>Item assessed: Write up 1 including strategy assessment tools such as (1) Vision and strategy, (2) EFE and CPM, (3) IFE and Financial analysis -- 75% of students achieve a C (75%) or better N=17</p> <ul style="list-style-type: none"> • Identify strategic characteristics and analyze degree of integrations to (1) vision statement and (2) mission statement. • Identify key external environments, critical success factors, and internal environments (factors) influencing corporate operations and strategies. • Identify key financial items in order to assess (1) liquidity, (2) profitability, (3) leverage, (4) turnover, and (5) profit trends. 	14/17	82.35	Yes

Terry Linkletter

Assessment of Learning Outcome for B:

An ability to analyze a problem, and identify and define the requirements appropriate to its solution

IT461.A01_1103 Systems Analysis

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Winter '10	<p>Group systems analysis and requirements development project/presentation, individual grade</p> <ul style="list-style-type: none"> • 75% of the individuals are able to analyze the business needs thoroughly and create appropriate models representing the requirements for system implementation 	23/27	85	Yes

Assessment of Learning Outcome for B:

An ability to analyze a problem, and identify and define requirements appropriate to its solution

IT461 System Analysis

Quarter	Measurement Instrument	Raw Score Result	% Attainment	Assessment Met
Fall '09	Group project - 75% of students achieve a C or better in writing a system proposal	26/32	81.25%	Yes
Winter '09		42/42	100%	Yes
Winter '08		18/24	75%	Yes

More time has been given to work on the project in class, which seems to help students.

Terry Linkletter

Assessment of Learning Outcome for B:

An ability to analyze a problem, and identify and define the requirements appropriate to its solution

ADMG385.A06_1103 Business Communications and Report Writing

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Winter '10	Team analysis of business problem / identification of root causes / recommendation of solutions / paper <ul style="list-style-type: none"> 75% of the teams are able to analyze a current business problem and describe effective solutions 	13/13	100	Yes

Chet Claar

Assessment of Learning Outcome for B:

An ability to analyze a problem, and identify and define the requirements appropriate to its solution

IT461 Systems Analysis

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Winter '10	Systems analysis and requirements development case project, individual grade <ul style="list-style-type: none"> 75% of the individuals are able to analyze the business needs thoroughly and create appropriate models representing the requirements for system implementation 	17/19	89.47	Yes

C. P. Wahle

Assessment of Learning Outcome for B:

An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.

IT 422 – Website Construction

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Fall '09	Final Exam – production of XML based webpage	22/23	95.6	Yes
Winter '10	Final Exam – production of XML based webpage	24/24	100	Yes

Fen Wang

Note 1: the students' assignment and the teams' project work are assessed

Note 2: Fall 2009 – N=24 students organized in 5 teams; Winter 2010 – N=24 students organized in 5 teams

Note 3: the assessment results show that more than 85% of the students in this database course have gained the essential knowledge and skills to successfully transform the user requirements into a valid database design and then implement the design in a chosen system platform.

Assessment of Learning Outcome for C:

An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.

IT 468: Projects in Database

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Fall 2009	Team Project , Deliverable 2: DB Modeling and Design – 75% of the teams are able to analyze the business needs thoroughly and create a conceptual Entity Relationship (E-R) model to represent the entities and relationships involved	5 out of 5 teams	100%	Yes
Winter 2010	Team Project , Deliverable 2: DB Modeling and Design – 75% of the teams are able to analyze the business needs thoroughly and create a conceptual Entity Relationship (E-R) model to represent the entities and relationships involved	5 out of 5 teams	100%	Yes

Fen Wang

Assessment of Learning Outcome for C:

An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.

IT 468: Projects in Database

Quarter	Measurement Instrument (75% level)	Raw Score	% Attainment	Assessment Met
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	level)	Result		
Fall 2009	Individual Assignment , Assignment 2, Question 2 – 75% of the students are able to analyze the business needs thoroughly and create a conceptual Entity Relationship (E-R) model to represent the entities and relationships	24 out of 24	100%	Yes
Winter 2010	Individual Assignment , Assignment 2, Question 2 – 75% of the students are able to analyze the business needs thoroughly and create a conceptual Entity Relationship (E-R) model to represent the entities and relationships	21 out of 24	87.5%	Yes

Fen Wang

Assessment of Learning Outcome for C:

An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.

IT 468: Projects in Database

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Fall 2009	Team Project , Deliverable 3: DB Specification and Implementation – 75% of the teams are able to convert the conceptual E-R model into a relational database design and then implement the design in a chosen database management system (DBMS)	5 out of 5 teams	100%	Yes
Winter 2010	Team Project , Deliverable 3: DB Specification and Implementation – 75% of the teams are able to convert the conceptual E-R model into a relational database design and then implement the design in a chosen database management system (DBMS)	5 out of 5 teams	100%	Yes

Terry Linkletter

Assessment of Learning Outcome for C:

An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.

RMT366.A02_1099 Customer Relationship Management

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Fall '10	Individual quantitative data mining /analysis/recommendation paper <ul style="list-style-type: none"> 75% of the individuals are able to discover and analyze data on recency, frequency, and 	20/22	91	Yes

	monetary value of customer interaction to develop strategies for improved customer relations			
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Bob Trumpy

Assessment of Learning Outcome for D:
Ability to function effectively on teams to accomplish a common goal

ADMG 310 Professional Development

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Winter '10	Group project/presentation individual grade	30/30	100	Yes
Spring '10	Group project/presentation individual grade	tbd		

David Rawlinson

Assessment of Learning Outcome for E:
An understanding of professional, ethical, legal, security, and social issues and responsibilities.

IT301 Information Technology: Security, Privacy and Ethics

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Winter 2010 Online Class	Item assessed: Opinion Paper Assignment Internet Privacy Issue -- 75% of students achieve a C (75%) or better N=23 <ul style="list-style-type: none"> • Format, professionalism, accuracy, other; • Current status of the issue(s); • Why the issue(s) exist(s); • What is being done to address the issue(s); • What do you think should be done to resolve the issue(s); 	11/23	47.82	No

Lori Braunstein

Assessment of Learning Outcome for F:
An ability to communicate effectively with a range of audiences.

ADMG385 Business Communications and Report Writing

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Fall 2009	<ul style="list-style-type: none"> • Number of students receiving 75% or better on Analytical Report 	4/23	61	No

Lori Braunstein

ADMG385 Business Communications and Report Writing

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Winter 2010	<ul style="list-style-type: none"> Number of students receiving 75% or better on Analytical Report 	15/20	75%	Yes

Hideki Takei

Assessment of Learning Outcome for G:

An ability to analyze the local and global impact of technology and management decisions on individuals, organizations, and society.

RMT485 International Retailing

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Spring 2010	<p>Item assessed: 1st exam including both conceptual questions and a case-based questions -- 75% of students achieve a C (75%) or better N=29</p> <ul style="list-style-type: none"> Understanding basic concepts of (1) value creation in global markets, (2) retail strategy directions, (3) global marketing mix, (4) international business strategy, (5) financial risks, (6) international PLC, and (7) cultural influences in retail management. Understand and apply basic concepts of international retailing (indicated above) to an actual product to be sold in Japanese market. Develop basic retail strategy directions, pricing, placing, and promotions for the actual product in Japanese market. 	22/29	75.9	Yes

Bob Trumpy

Assessment of Learning Outcome for H:

Recognition of the need for, and an ability to engage in, continued professional development

ADMG 372 Leadership and Supervision

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Winter '10	Integrative paper: self-assessment, area of interest	31/32	97	Yes
Spring '10	Integrative paper: self-assessment, area of interest	37/41	90	Yes

Christine Bernadas

Assessment of Learning Outcome for J:

Ability to identify and analyze customer and/or organizational needs and take them into account in the selection, creation, evaluation, and administration of technologies and management practices

RMT366 Customer Relationship

Quarter	Measurement Instrument	Raw Score Result	% Attainment	Assessment Met
Winter '10	Assignment - 75% of students achieve a C or better in analyze data on recency, frequency, and monetary value of customer interaction to develop strategies for improved customer relations	24/29	82.75%	Yes
Fall '09		17/20	85%	Yes
Summer '09		5/10	50%	No

The course syllabus outcome measure is related to data mining and the student ability to apply some data mining. It seems that students have more difficulties to use MS Excel than to understand the technique. A document with a reminder of the basic elements needed in Excel has been added and we can see an improvement in the results.

C. P. Wahle

Assessment of Learning Outcome for J:

An ability to use current techniques, skills, and tools necessary for computing practice.

IT 422 – Website Construction

Quarter	Measurement Instrument (75% level)	Raw Score Result	% Attainment	Assessment Met
Fall '09	Final cumulative project using XHTML and CSS	20/23	86.95	Yes
Winter '10	Final cumulative project using XHTML and CSS	22/24	91.6	Yes

Christine Bernadas

Assessment of Learning Outcome for L:

An ability to assist in the creation of an effective plan

ADMG376 Project management and IT

Quarter	Measurement Instrument	Raw Score Result	% Attainment	Assessment Met
Spring '10	Exam - 75% of students achieve a C or better in practical exam1 about using MS project for planning projects.	17/20(*)	85%	Yes
Winter '10		23/24	93.83%	Yes
Fall '09		10/11	90.90%	Yes

Terry Linkletter

Assessment of Learning Outcome for N:

Ability to advise and consult effectively on technological and managerial decisions

RMT366.A02_1099* Customer Relationship Management

Quarter	Measurement Instrument	Raw Score	% Attainment	Assessment Met
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	(75% level)	Result		
Fall '10	Individual project consulting to local business manager on customer relationship management/paper <ul style="list-style-type: none"> 75% of the individuals are able to analyze an actual business's current customer relationship management and consult with management on changes in tools and methods 	16/17	94	Yes

Christine Bernadas

*There is a direct correlation between attendances of a student in class at 8am and his/her results.

Assessment of Learning Outcome for n:

Ability to advise and consult effectively on technological and managerial decisions

RMT366 Customer relationship

Quarter	Measurement Instrument	Raw Score Result	% Attainment	Assessment Met
Winter '10	Individual project - 75% of students achieve a C or better in analyzing an actual business's current customer relationship management and proposing advices on changes	23/29(**)	79.31%	Yes
Fall '09		19/20(*)	95%	Yes
Summer '09		9/9	100%	Yes

** Two students have not submitted their report

*One student has not submitted his/her report.

The difference between the 1st draft of the report and the final document might be a better measure of a student's improvement and his/her achievement of the outcome.

2008-09 Student Learner Outcomes Data – Specific Courses

ADMG/IT 374 – Project management

Note 1: the students or the teams' work is assessed.

Note 2: Fall 2007 – N=29 students organized in 6 teams; Spring 2008 – N=35 students organized in 7 teams; Fall 2008 – N=30 students organized in 6 teams)

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(a) An ability to apply knowledge of technology and mathematics appropriate to the discipline.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Project -- 75% of the teams are able to produce a professional plan for a medium-sizes project

Quarter	Result	% result	Meet assessment
Fall 2007	5 out of 6 teams	83.33%	Yes
Spring 2008	7 out of 7 teams	100%	Yes
Fall 2008	6 out of 6 teams	100%	Yes

An official document about how to present a professional document has been created at the beginning of Spring 2008 and examples of professional documents are presented to students at the beginning of the quarter (they are also available for consultation). It seems to work and a new item in this course should be assessed (e.g. the content of the project).

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(d) An ability to function effectively on teams to accomplish a common goal.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Project- individual closing report -- 75% of the students in each team declare that their team worked well together to accomplish a common goal.

Quarter	Result	% result	Meet assessment
Fall 2007	25 out of 29	86%	Yes
Spring 2008	31 out of 35	88.57%	Yes
Fall 2008	25 out of 30	83.33%	Yes

It seems that each quarter 4 or 5 persons declare having problems in teams. Considering the size of the teams it is not too bad. Students have to create and sign a team contract at the beginning of the project, which helps the work in group.

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(f) An ability to communicate effectively with a range of audiences.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Project presentation -- b. All teams will have at least a C in the project presentation.

Quarter	Result	% result	Meet assessment
Fall 2007	6 out of 6 teams	100%	Yes
Spring 2008	7 out of 7 teams	100%	Yes
Fall 2008	6 out of 6 teams	100%	Yes

Overall the presentations prepared and communicated by students in project management are good. They know in advance the grading criteria and adjust in consequence. It doesn't mean that all the students perform well individually and in addition of the group evaluation, an individual evaluation could be added (e.g scale: 1: very problematic, 2: problematic, 3: ok, 4: good, 5: excellent) with an new assessment criteria (e.g. at least 75% of the students are ranking 3 and above).

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(i) An ability to use current techniques, skills, and tools necessary for technology practice in the students' chosen career.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Exercises – b. At least 50% of the students will obtain a C or above in the exercises.

Assessment just done in Fall 2007, afterward the exercises were not graded. Because the project is graded, it can be used for the assessment (see item assessed next page).

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(n) An ability to assist in the creation of an effective project plan.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Project -- 75% of the students will complete the project with a C or above. (C or above means 650 or above out of 1000)

Quarter	Result	% result	Meet assessment
Fall 2007	19 out of 29	65.52%	No
Spring 2008	33 out 35	94.29%	Yes
Fall 2008	29 out 30	96.66%	Yes

Since fall 2007, the work of the students has improved and precised guidelines in regard of the deliverables have been created. Since spring 2008, the only students with a project below a C are students that have dropped the course before the end of the quarter. In fall 2008, the average score for the project was 860 out 1000 (B+).

IT 362 – Wireless Technology

Note: the students' work is assessed. Fall 2007: N=40 students; Spring 2008: N=22 students, and Fall 2008: N=15 students.

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(a) An ability to apply knowledge of technology and mathematics appropriate to the discipline.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.
(b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

		2. Prepare students to participate in an increasingly diverse economy and environment.	
(k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of technologies.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.
(l) An ability to effectively integrate IT-based solutions into the user environment.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Cases --75% of students will obtain a C or above to their total score for the cases.

Quarter	Result	% result	Meet assessment
Fall 2007	31 out of 40	77.5%	Yes
Spring 2008	12 out of 22	54.55%	No
Fall 2008	14 out of 15	93.33%	Yes

Drop in spring 2008 probably due to the reduced number of cases (grade if all the cases are submitted is composed of 2 best scores out of 3, instead of 3 best out of 6). Also at least 5 students in Spring (1 in Fall 08) didn't submit all the cases. A special class about cases has been added at the beginning of the course.

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(e) An understanding of professional, ethical, legal, security, and social issues and responsibilities.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Exam/questions concerning wireless security issues --75% of students will answer the question correctly.

Quarter	Result	% result	Meet assessment
Spring 2008	29 out of 40	72.5%	No
Fall 2008	14 out 15	93.33%	Yes

In fall, a bigger focus has been given on security. Note: this item is not particularly practical to assess and easy to forget.

ADMG 271 BUSINESS MATH APPLICATIONS

Note: the student exams are assessed. Spring 2008: N=42 students; Fall 2008: N=38 students; Winter 2009: N=28 students, and Spring 2009: N=34 students.

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals

(a) An ability to apply knowledge of technology and mathematics appropriate to the discipline.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.
(b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.
(k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of technologies.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.
(l) An ability to effectively integrate IT-based solutions into the user environment.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Exams --75% of students will obtain a C or above on their first attempt in the course

Quarter	Result	% result	Meet Assessment
Spring 2008	32 out of 42 with a C or better	76%	Yes
Fall 2008	28 out of 35 with a C or better	80%	Yes
Winter 09	20 out of 24 with a C or better	83 %	Yes
Spring 09	21 out of 29 improved on 1 st exam from pretest	72%	No

*Spring 2008 – 3 students in addition to total given withdrew from the course

*Fall 2008 – 38 total students but 3 quit coming to class

*Winter 2009 – 28 total students by assessment on 24 as 4 were repeating course (2 of the 4 passed 2nd attempt and 2 quit coming to class)

*Spring 2009 – inconclusive data as students will take 3 more exams

IT 351 COMPUTER NETWORKS

Note: the student exams are assessed. Fall 2008: N=24 students and Spring 2009: N=26 students.

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(a) An ability to apply knowledge of technology and mathematics appropriate to the discipline.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Assignments -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	17/24	70.83	No
Winter 2009	23/26	88.46	Yes

Item assessed: Mid-term Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	7/24	29.16	No
Winter 2009	18/26	69.23	No

Item assessed: Final Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	11/24	45.83	No
Winter 2009	4/26	15.38	No

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Assignments -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	17/24	70.83	No
Winter 2009	23/26	88.46	Yes

Item assessed: Mid-term Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	7/24	29.16	No
Winter 2009	18/26	69.23	No

Item assessed: Final Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	11/24	45.83	No
Winter 2009	4/26	15.38	No

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(c) An ability to design, implement,	1. Students will demonstrate the	1. Provide an outstanding	1. Maintain and strengthen

and evaluate a computer-based system, process, component, or program to meet desired needs.	knowledge, skills, and attitudes necessary to be successful in their chosen career.	academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	an outstanding academic and student life on the Ellensburg campus.
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Item assessed: Assignments -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	17/24	70.83	No
Winter 2009	23/26	88.46	Yes

Item assessed: Mid-term Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	7/24	29.16	No
Winter 2009	18/26	69.23	No

Item assessed: Final Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	11/24	45.83	No
Winter 2009	4/26	15.38	No

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(j) An ability to use and apply current technical concepts and practices in the core information technologies.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Mid-term Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	7/24	29.16	No
Winter 2009	18/26	69.23	No

Item assessed: Final Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	11/24	45.83	No
Winter 2009	4/26	15.38	No

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of technologies.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

		2. Prepare students to participate in an increasingly diverse economy and environment.	
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Item assessed: Assignments -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	17/24	70.83	No
Winter 2009	23/26	88.46	Yes

Item assessed: Mid-term Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	7/24	29.16	No
Winter 2009	18/26	69.23	No

Item assessed: Final Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	11/24	45.83	No
Winter 2009	4/26	15.38	No

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(m) An understanding of best practices and standards and their application.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Assignments -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	17/24	70.83	No
Winter 2009	23/26	88.46	Yes

Item assessed: Mid-term Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	7/24	29.16	No
Winter 2009	18/26	69.23	No

Item assessed: Final Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	11/24	45.83	No
Winter 2009	4/26	15.38	No

IT 301 – Information Technology: Security, Privacy and Ethics

Note: the student exams are assessed. Fall 2008: N=25 students; Winter 2009: N=27 students, and Winter 2009 (Online): N=24 students.

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(e) An understanding of professional, ethical, legal, security, and social issues and responsibilities.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Case Studies -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	19/25	76.00	Yes
Winter 2009	22/27	81.48	Yes
Winter 2009 Online Class	14/24	58.33	No

Part of:

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals
(g) An ability to analyze the local and global impact of technology on individuals, organizations, and society.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Item assessed: Case Studies -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	19/25	76.00	Yes
Winter 2009	22/27	81.48	Yes
Winter 2009 Online Class	14/24	58.33	No

Item assessed: Exam -- 75% of students achieve a C or better

Quarter	Result	% Result	Meet assessment
Fall 2008	12/25	48.00	No
Winter 2009	14/27	51.85	No
Winter 2009 Online Class	17/24	70.83	No

RMT/ADMG/IT 490 - Internship

Part of:

1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide for an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. 2. Provide for an outstanding academic and student life at the university centers.	c. Successful participation in internships.
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100% of responding employers gave an average score of 4.74 on the evaluation of interns.

Appendix F
Student Learner Outcomes – From 09-10 Planning Matrix
Student Learner Outcomes – From 08-09 Planning Matrix

CWU Student Learning Outcome Assessment Report for 2010-11

Department: ITAM

Program: **Bachelor of Science** in

Information Technology and Administrative Management

NOTE: Student Learner Outcomes Mapped to 2007-2008 ABET Accreditation Learner Outcomes

GUIDELINES:

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who Assessed (Students from what courses, population)	When Assessed (term, dates)	Standard of Mastery/Criterion of Achievement (How good does performance have to be?)	Measured in 2009-10. Assessment Met
<p>(a) An ability to apply knowledge of technology and management skills appropriate to the discipline.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 424 IT 271 IT 260 IT 351 IT 362 IT 422 RMT 467</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Course grade</p> <p>b. Project dealing with trigonometry and graphics in Flash</p> <p>c. Cases</p> <p>d. Assignments</p> <p>e. Exam</p> <p>f. Paper</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p> <p>f. Students</p>	<p>a. ADMG 271 quarterly (knowledge of mathematics)</p> <p>b. IT 422 quarterly when offered</p> <p>c. IT 362 quarterly when offered</p> <p>d. IT 351 quarterly when offered</p> <p>e. IT 351 quarterly when offered</p> <p>f. ADMG424 quarterly when offered</p>	<p>a. 75% of students will satisfactorily complete their first attempt at ADMG 271.</p> <p>b. 75% of students will satisfactorily complete the trigonometry and graphics project.</p> <p>c. 75% of students will obtain a C or above to their total score for the cases.</p> <p>d. 75% of students will complete the assignment with a C or better</p> <p>e. 75% of students will complete the exam with a C or above</p> <p>f. 75% of students will complete the exam with a C or above</p>	<p>a. Not Assessed</p> <p>b. Not Assessed</p> <p>c. N Not Assessed</p> <p>d. Not Assessed</p> <p>e Not Assessed</p> <p>f. Yes</p>
<p>(b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution.</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Final Project</p> <p>b. Final Exam/Production Assignment</p> <p>c. Assignments</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p>	<p>a. IT 248 quarterly when offered; IT 428 quarterly when offered; ADMG385 quarterly when</p>	<p>a. 75% of students will satisfactorily complete the Final Project.</p>	<p>a. Yes, for some</p> <p>b. Yes</p>

<p>Identified ITAM Classes for Assessment</p> <p>ADMG 372 ADMG 385 ADMG 424 IT 248 IT 428 IT 461 RMT 467</p>	<p>their chosen career.</p>	<p>CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>		<p>d. Exam Questions e. Report</p>		<p>offered; ADMG424 quarterly when offered; RMT 467 quarterly when offered.</p> <p>b. IT422 quarterly when offered</p> <p>c. IT 461 quarterly when offered</p> <p>d. IT 461 quarterly when offered</p> <p>e. RMT 467 quarterly when offered</p>	<p>b. 75% of students will satisfactorily complete the Final Project.</p> <p>c. 75% of students will complete the assignments with a C or above.</p> <p>d. At least 50% of students will complete the requirements' problem in the exam with a C or above.</p> <p>e. 75 % of students will complete the report with a C or better.</p>	<p>c. Yes</p> <p>d. Yes</p> <p>e. Not Assessed</p>
<p>(c) An ability to design, implement, and evaluate a technology system, process, component, or program to meet desired customer and organizational needs.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 376 IT 462 IT 468 RMT 335 RMT 366</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Project b. Project c. Paper d. Exam e. Project</p>	<p>a. Students b. Students c. Students d. Students e. Students</p>	<p>a. IT 376 quarterly when offered</p> <p>b. IT 462 quarterly when offered</p> <p>c. RMT 366 quarterly when offered</p> <p>d. RMT 335 quarterly when offered</p> <p>e. IT 468 quarterly when offered</p>	<p>a. 75% of students will satisfactorily complete the Project</p> <p>b. 75% of students will satisfactorily complete the major project.</p> <p>c. 75% of students will complete the paper with a C or above</p> <p>d. 75% of students will complete the exam with a C or above</p>	<p>a. Not Assessed</p> <p>b. Not Assessed</p> <p>c. Yes</p> <p>d. Yes</p> <p>e. Yes</p>
<p>(d) An ability to function effectively on teams to accomplish a common goal.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 310 ADMG 372 IT 376 IT 462 RMT 340</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Project with presentation b. Project c. Project d. Assignment e. Selling Plan</p>	<p>a. Students b. Students c. Students d. Students e. Students</p>	<p>a. ADMG 310 quarterly</p> <p>b. ADMG 372 quarterly</p> <p>c. ADMG 376 quarterly</p> <p>d. IT 462 quarterly</p> <p>d. RMT 340 quarterly</p>	<p>a. 75 % of students will satisfactorily complete the project with presentation.</p> <p>b. 75 % of students will satisfactorily complete the project.</p> <p>c. 75 % of students will satisfactorily complete the assignment.</p>	<p>a. Yes</p> <p>b. Not Assessed</p> <p>c. Not Assessed</p> <p>d. Not Assessed</p> <p>e. Not Assessed</p>

							e. 75 % of students will satisfactorily complete the selling Plan.	
<p>(e) An understanding of professional, ethical, legal, security, and social issues and responsibilities.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 201 ADMG 310 ADMG 372 IT 301 RMT 330</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Exam questions concerning ethics in business.</p> <p>b. Exam questions on ethics in business</p> <p>c. Discussion question concerning ethical decisions in the workplace</p> <p>d. Discussion question concerning internet privacy.</p> <p>e. Case Studies on retail ethics</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p>	<p>a. ADMG201 quarterly</p> <p>b. ADMG310 quarterly</p> <p>c. ADMG 372 quarterly</p> <p>d. IT 301 quarterly</p> <p>e. RMT 330 quarterly when offered</p>	<p>a. 75% of students will answer the question correctly.</p> <p>b. 75% of students will answer the question correctly.</p> <p>c. 75% of students will receive a satisfactory grade based on a grading rubric</p> <p>d. 75% of students will receive a satisfactory grade based on a grading rubric</p> <p>e. 75% of students will complete the Case Studies with a C or above</p>	<p>a. Not Assessed</p> <p>b. Not Assessed</p> <p>c. Not Assessed</p> <p>d. No</p> <p>e. Not Assessed</p>
<p>(f) An ability to communicate effectively with a range of audiences.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 310 ADMG 372 ADMG 385 IT 422 IT 461 RMT 340 RMT 350 ADMG/IT/RMT 490</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Project with presentation</p> <p>b. Project with presentation</p> <p>c. Analytical report</p> <p>d. Project</p> <p>e. Project</p> <p>f. Project with presentation</p> <p>g. Project with presentation</p> <p>h. Discussion Board Thread</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p> <p>f. Students</p> <p>g. Students</p> <p>h. Students</p>	<p>a. ADMG 310 quarterly</p> <p>b. ADMG 372 quarterly</p> <p>c. ADMG 385 quarterly</p> <p>d. IT 422 quarterly</p> <p>e. IT 462 quarterly when offered</p> <p>f. RMT 340 quarterly when offered</p> <p>g. RMT 350 quarterly when offered</p> <p>h. ADMG/IT/RMT 490 Summers</p>	<p>a. 75% of students will satisfactorily complete a project with presentation</p> <p>b. 75% of students will satisfactorily complete a project with presentation</p> <p>c. All teams will have at least a C on the analytical report</p> <p>d. 75% of students will satisfactorily complete a project</p> <p>e. 75% of students will satisfactorily complete a project</p> <p>f. 75% of students will satisfactorily complete a project with presentation</p> <p>g. 75% of students will satisfactorily complete a</p>	<p>a. Not Assessed</p> <p>b. Not Assessed</p> <p>c. Yes/No</p> <p>d. Not Assessed</p> <p>e. Not Assessed</p> <p>f. Not Assessed</p> <p>g. Not Assessed</p> <p>h. Not Assessed</p>

							project with presentation h. 75% of students will satisfactorily complete a discussion thread.	
<p>(g) An ability to analyze the local and global impact of technology and management decisions on individuals, organizations, and society.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 201 ADMG 302 ADMG 372 IT 362 IT486 RMT 485</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Exam Questions b. Exam Questions c. Exam Questions d. Exam Questions e. Exam Questions f. Exam Questions</p>	<p>a. Students b. Students c. Students d. Students e. Students f. Students</p>	<p>a. IT 301 quarterly when offered b. IT 302 quarterly c. IT 372 quarterly d. IT 362 quarterly when offered e. IT 486 quarterly when offered f. RMT485 quarterly when offered</p>	<p>a. 75% of students will complete the Exam Questions correctly b. 75% of students will complete the Exam Questions correctly c. 75% of students will complete the Exam Questions correctly d. 75% of students will complete the Exam Questions correctly e. 75% of students will complete the Exam Questions correctly f. 75% of students will complete the Exam Questions correctly</p>	<p>a. Not Assessed b. Not Assessed c. Not Assessed d. Not Assessed e. Not Assessed f. Yes</p>
<p>(h) Recognition of the need for and an ability to engage in continuing professional development.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 310 ADMG 372 ADMG 471 RMT 330 ADMG/IT/RMT490</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Case Study b. Integrative Paper c. Discussion Question d. Exam Question e. Discussion Thread</p>	<p>a. Students b. Students c. Students d. Students e. Students</p>	<p>a. ADMG 310 quarterly b. ADMG 372 quarterly c. ADMG 471 quarterly when offered d. RMT 330 quarterly when offered e. ADMG/IT/RMT 490 quarterly when offered</p>	<p>a. 75% of students will earn a satisfactory grade on the case studies. a. 75% of students will earn a satisfactory grade on the paper a. 75% of students will earn a satisfactory grade on the discussion question a. 75% of students will earn a satisfactory grade on the exam question e. 75% of students will earn a</p>	<p>a. Not Assessed b. Yes c. Not Assessed d. Not Assessed e. Not Assessed</p>

							satisfactory grade on the discussion thread	
<p>(i) An ability to use current techniques, skills, and tools necessary for technology and management practice appropriate to the discipline.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 302 ADMG 371 IT 248 IT 422 IT 426 IT 428 IT 359 IT 470</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Final Project Grade</p> <p>b. Final Project Grade</p> <p>c. Exercises</p> <p>d. Final Project Grade</p> <p>e. Final Project Grade</p> <p>f. Final Project Grade</p> <p>g. Final Project Grade</p> <p>h. Final Project Grade</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p> <p>f. Students</p> <p>g. Students</p> <p>h. Students</p>	<p>a. ADMG 302 quarterly</p> <p>b. ADMG 371 quarterly</p> <p>c. IT 248 quarterly</p> <p>d. IT 422 quarterly</p> <p>e. IT 426 quarterly when offered</p> <p>f. IT 428 quarterly when offered;</p> <p>g. IT 359 quarterly when offered</p> <p>h. T 470 quarterly when offered.</p>	<p>a. 75% of students will satisfactorily complete the Final Project.</p> <p>b. 75% of students will satisfactorily complete the Final Project.</p> <p>c. 75% of students will satisfactorily complete the Final Project.</p> <p>d. 75% of students will satisfactorily complete the Final Project.</p> <p>e. 75% of students will satisfactorily complete the Final Project.</p> <p>f. 75% of students will satisfactorily complete the Final Project.</p> <p>g. 75% of students will satisfactorily complete the Final Project.</p> <p>h. 75% of students will satisfactorily complete the Final Project.</p>	<p>a. Not Assessed</p> <p>b. Not Assessed</p> <p>c. Not Assessed</p> <p>d. Yes</p> <p>e. Not Assessed</p> <p>f. Not Assessed</p> <p>g. Not Assessed</p> <p>h. Not Assessed</p>
<p>(j) An ability to identify and analyze customer and/or organizational needs and take them into account in the selection, creation, evaluation, and administration of technologies and management practices.</p> <p>Identified ITAM Classes for Assessment</p> <p>ADMG 201 ADMG 372 IT 461 IT 463 IT 468 RMT 366</p>	<p>1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.</p>	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy and environment.</p>	<p>1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</p>	<p>a. Exam question</p> <p>b. Exam question</p> <p>c. E-R Model Project that includes E-R diagram, logical model, and physical model of system.</p> <p>d. Exam question</p> <p>e. Exam question</p> <p>f. Assignment</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p> <p>f. Students</p>	<p>a. ADMG 201 quarterly</p> <p>b. ADMG 371 quarterly</p> <p>c. IT 461 quarterly when offered</p> <p>d. IT 463 quarterly when offered</p> <p>e. IT 468 quarterly when offered</p> <p>f. RMT366 quarterly when offered</p>	<p>a. 75% of students will complete the exam with a C or above</p> <p>b. 75% of students will complete the exam with a C or above</p> <p>c. 75% of students will satisfactorily complete the E-R Model Project.</p> <p>d. 75% of students will complete the exam with a C or above</p> <p>e. 75% of students will complete the exam with a C</p>	<p>a. Not Assessed</p> <p>b. Not Assessed</p> <p>c. Not Assessed</p> <p>d. Not Assessed</p> <p>e. Not Assessed</p> <p>f. Yes, Yes, and No (over three quarters)</p>

							or above f. 75% of students will complete the assignment with a C or above	
(k) An understanding of current issues in the content of technology and/or management standards and their application. Identified ITAM Classes for Assessment ADMG 471 IT 486 RMT 340 RMT 485	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Cases b. Assignments c. Project d. Assignments	a. Students b. Students c. Students d. Students	a. ADMG 471 quarterly when offered b. IT 486 quarterly when offered c. RMT 340 quarterly when offered d. RMT 485 quarterly when offered	a. 75% of students will obtain a C or above to their total score for the cases. b. 75% of the students will complete the assignments with a C or above. c. 75% of students will complete the project with a C or above d. 75% of students will complete the assignments with a C or above	a. Not Assessed b. Not Assessed c. Not Assessed d. Not Assessed
(l) An ability to assist in the creation of an effective project plan. Identified ITAM Classes for Assessment ADMG 372 ADMG 376 IT 374 RMT 340	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Project b. Project c. Project d. Project	a. Students b. Students c. Students d. Students	a. ADMG 372 quarterly b. ADMG 376 quarterly c. ADMG/IT 374 quarterly when offered d. RMT 340 quarterly	a. 75% of the students will complete the project with a C or above b. 75% of the students will complete the project with a C or above c. 75% of the students will complete the project with a C or above d. 75% of the students will complete the project with a C or above	a. Not Assessed b. Not Assessed c. Not Assessed d. Not Assessed
(m) Ability to anticipate and manage continual technological and organizational change. Identified ITAM Classes for Assessment ADMG 302 ADMG 372 ADMG 374 RMT 335	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Assignments b. Assignments c. Assignments d. Assignments	a. Students b. Students c. Students D. Students	a. ADMG 302 quarterly b. ADMG 372 quarterly c. ADMG 374 quarterly d. RMT 335 quarterly when offered	a. 75% of students will complete the assignments with a C or above b. 75% of students will complete the assignments with a C or above c. 75% of students will complete the assignments with a C or above	a. Not Assessed b. Not Assessed c. Not Assessed d. Not Assessed

CWU Department/Program Assessment: ITAM 2008-09

Program: **Bachelor of Science** in Information Technology and Administrative Management

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be)	Measured in 2008-09 Assessment Achieved
1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide for an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. 2. Provide for an outstanding academic and student life at the university centers.	a. Completion of pre-admission courses with a C- or better prior to completion of 30 credits earned in the major. b. Successful performance in capstone courses with an earned grade of B- or better. c. Successful participation in internships. d. Demonstration of knowledge in the Student Learner Outcomes.	a. Students b. Students c. Students and employers d. Students	a. Fall, Winter, Spring; pre-entry to major b. Fall, Winter, Spring c. Summer d. Fall, Winter, Spring in capstone courses; exit to major.	a. ___ of students will meet this standard prior to completion of 30 credits earned in major. b. ___ of students will earn a B- or better in the capstone courses. c. ___ of students will receive mean scores of 3 or higher in each category of their employer evaluation. d. ___ of students will score 75% or better on exit exam.	a. No b. Yes c. Yes d. No. Not developed yet.
2. Faculty will provide outstanding curriculum, programs, and advising in the areas of Information Technology, Administrative Management, and Retail Management and Technology.	1. Provide for an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. 2. Provide for an outstanding academic and student life at the university centers. 5. Achieve regional and national prominence for the university.	a. Yearly curriculum retreat b. Accomplishments of Student Advisory Council c. Progress toward ABET Accreditation d. Accomplishments of ITAM Advisory Council e. Advising meetings with students at 75 credits and 115 credits f. Demonstrate high quality courses g. Relevant and current curriculum h. Senior Exit Survey	a. Faculty b. Student Advisory Council c. Department d. ITAM Advisory Council e. Faculty f. Faculty g. Faculty h. Faculty	a. Yearly b. Yearly c. Yearly d. Yearly e. Yearly f. Quarterly and Yearly g. Yearly h. Quarterly, with Yearly review	a. 100% participation of faculty. b. Student Advisory Council will convene Spring 2009 and meet a minimum of once twice per AY to discuss curriculum and other issues. c. Fund 3 faculty participants in ABET Assessment workshop. d. ITAM Advisory Committee will convene Spring 2009 and meet a minimum of twice yearly to discuss curriculum and other issues. e. 90% of students meet with advisor at 75 credits and 115 credits. f. SEOIs at or	a. Yes, all TT and T Faculty Participated b. No c. No d. Yes e. No f. Yes g. Yes h. Yes

						above the college and university means for question #28 and #29. g. All syllabi reviewed, revised, and posted on ITAM web site h. 30 percent of graduating Seniors Surveyed	
3. Department will recruit and retain qualified faculty.	1. Provide for an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment. 3. Recruit and retain a diverse and highly qualified faculty to develop and sustain prominent programs.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. 2. Provide for an outstanding academic and student life at the university centers. 5. Achieve regional and national prominence for the university.	a. Recruitment plan for hiring diverse populations b. Retention of faculty who meet ITAM, CEPS, and CWU criteria of teaching, scholarship, and service c. Participation in faculty development	a. Faculty b. Faculty c. Faculty	a. Search process b. Yearly Activity Report c. Yearly Activity Report	a. Recruitment pools will meet CWU diversity goals maintained by OEO. b. At least 50% of FTEF will be tenure-track or tenured. c. 100% of all full-time faculty will participate in at least one professional development activity.	a. Yes b. Yes c. Yes
4. Department will strengthen partnerships with industry, professional groups, and alumni.	4. Build mutually beneficial partnerships with alumni, industry, professional groups, institutions, and the communities surrounding our campus locations.	4. Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campus communities.	a. Accomplishments of ITAM Advisory Council b. Sponsorship of industry, professional, or development workshop c. Maintenance of internship relationships with employers d. Alumni participation in program e. Database of ITAM alumni f. Professional membership in organizations g. Accomplishments of BAS-ITAM Advisory Council	a. ITAM Advisory Committee b. Department c. Department d. Alumni e. Database f. Faculty g. BAS-ITAM Advisory Committee	a. Spring b. Spring c. Fall, Winter d. Spring e. Yearly f. Yearly g. Yearly	a. ITAM Advisory Committee will convene Spring 2009 and meet a minimum of twice yearly to discuss curriculum and other issues. b. Department will support a minimum of one industry, professional, or development workshop. c. Thank you letters in Fall to employers of previous-summer internships; follow-up letters in Winter encouraging employer participation for upcoming summer internships.	a. No b. Yes c. No d. No e. No f. Yes

						<p>d. At least four alumni will participate in ITAM programs.</p> <p>e. Develop database and begin populating in Spring 2008.</p> <p>f. Tenure and tenure-track faculty will belong to a minimum of one professional organization germane to their area of teaching, scholarship, and/or service.</p> <p>g. BAS-ITAM Advisory Committee will convene Spring 2009 and meet a minimum of twice yearly to discuss curriculum and other issues.</p>	g. Yes
5. Department will support and maintain resources sufficient to provide faculty and students with classroom and lab experiences necessary to be competitive in the information technology industry.	5. Provide professional, high-quality staffing, facilities, technologies, and appropriate resources to ensure the highest levels of academic and professional development.	3. Strengthen and further diversify our funding base to support academic and student progress. 5. Achieve regional and national prominence for the university.	<p>a. Grant preparation to achieve regional prominence</p> <p>b. Course fees are reinvested into technology resources for faculty and students</p>	<p>a. Faculty</p> <p>b. Department Chair</p>	<p>a. Spring</p> <p>b. Spring</p>	<p>a. Develop plan to prepare a grant.</p> <p>b. 85% of funds will be allocated over a 3-year period.</p>	<p>a. No</p> <p>b. Yes</p>

CWU Student Learning Outcome Assessment Report for 2008-09

Department: ITAM

Program: **Bachelor of Science** in Information Technology and Administrative Management

NOTE: Student Learner Outcomes Mapped to 2008-2009 ABET Accreditation Learner Outcomes

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who Assessed (Students from what courses, population)	When Assessed (term, dates)	Standard of Mastery/Criterion of Achievement (How good does performance have to be?)	Measured in 2008-09. Assessment Met
(a) An ability to apply knowledge of technology and mathematics appropriate to the discipline.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	<p>1. Provide an outstanding academic and professional growth experience for students at all CWU locations.</p> <p>2. Prepare students to participate in an increasingly diverse economy</p>	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	<p>a. Course grade</p> <p>b. Project dealing with trigonometry and graphics in Flash CS3</p> <p>c. Project plan</p> <p>d. Cases</p> <p>e. Labs</p> <p>f. Assignments</p> <p>g. Assignments</p>	<p>a. Students</p> <p>b. Students</p> <p>c. Students</p> <p>d. Students</p> <p>e. Students</p> <p>f. Students</p> <p>g. Students</p> <p>h. Students</p> <p>i. Exam</p>	<p>a. ADMG 271 quarterly (knowledge of mathematics)</p> <p>b. IT 428 quarterly when offered</p> <p>c. ADMG/IT 374</p> <p>d. IT 362</p>	<p>a. 75% of students will satisfactorily complete their first attempt at ADMG 271.</p> <p>b. 75% of students will satisfactorily complete the trigonometry and graphics project.</p> <p>c. 75% of the teams are able to produce a professional plan for a medium-sizes project</p>	<p>a. Yes</p> <p>b. Yes</p> <p>c. Yes</p> <p>d. Yes</p>

		and environment.		h. Assignments i. Exam		quarterly when offered e. IT 457 quarterly when offered f. IT 461 quarterly when offered g. IT 462 quarterly when offered h. IT 351 quarterly when offered i. IT 351 quarterly when offered	d. 75% of students will obtain a C or above to their total score for the cases. e. 75% of students will complete the lab exercises with a C or above f. 75% of students will complete the assignments with a C or above. g. 75% of students will complete the assignments with a C or above. h. 75% of students will complete the assignment with a C or better i. 75% of students will complete the exam with a C or above	e. No f. No g. No h. Yes i. Yes
(b) An ability to analyze a problem, and identify and define the requirements appropriate to its solution.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Final Project b. Cases c. Assignments d. Exam Questions e. Assignments f. Exam	a. Students b. Students c. Students d. Students e. Students f. Exam	a. IT 248 quarterly; IT 422 quarterly; IT 426 quarterly when offered; IT 428 quarterly when offered; IT 470 quarterly when offered. b. IT 362 quarterly when offered c. IT 461 quarterly when offered d. IT 461 quarterly when offered e. IT 351 quarterly when offered f. IT 351 quarterly when offered	a. 75% of students will satisfactorily complete the Final Project. b. 75% of students will obtain a C or above to their total score for the cases. c. 75% of students will complete the assignments with a C or above. d. At least 50% of students will complete the requirements' problem in the exam with a C or above. e. 75% of students will complete the assignments with a C or better. f. 75% of students will complete the assignments with a C or better.	a. Yes b. Yes c. No d. No e. Yes f. Yes
(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. E-R Model Project that includes E-R diagram, logical model, and physical model of system. b. Project c. Assignments d. Exam	a. Students b. Students c. Students d. Students	a. IT 468 quarterly when offered b. IT 462 quarterly when offered c. IT 351 quarterly when offered d. IT 351 quarterly when offered	a. 75% of students will satisfactorily complete the E-R Model Project b. 75% of students will satisfactorily complete the major project. c. 75% of students will complete the assignment with a C or above d. 75% of students will complete the exam with a C or above	a. No b. No c. Yes d. Yes

(d) An ability to function effectively on teams to accomplish a common goal.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Selling Plan b. Project – progress report and individual closing report	a. Students b. Students	a. RMT 340 quarterly b. ADMG/IT 374 quarterly when offered	a. 75 % of students will satisfactorily complete the Selling Plan. b. 75% of the students in each team declare that their team worked well together to accomplish a common goal.	a. Yes b. Yes
(e) An understanding of professional, ethical, legal, security, and social issues and responsibilities.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Exam question concerning information backup and recovery of transactional database. b. Exam questions concerning wireless security issues c. Blackboard discussion question concerning ethical decisions in the workplace d. Blackboard discussion question concerning diversity issues in the workplace e. Case Studies	a. Students b. Students c. Students d. Students e. Students	a. IT 468 quarterly when offered b. IT 362 quarterly when offered c. ADMG 310 quarterly when offered d. ADMG 310 quarterly when offered e. IT 301 quarterly when offered	a. 75% of students will answer the question correctly. b. 75% of students will answer the question correctly. c. 75% of students will receive a satisfactory grade based on a grading rubric d. 75% of students will receive a satisfactory grade based on a grading rubric e. 75% of students will complete the Case Studies with a C or above	a. No b. Yes c. Yes d. Yes e. Yes
(f) An ability to communicate effectively with a range of audiences.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Good-news letter; bad-news letter; persuasive letter; analytical report b. Project presentation c. Project presentation	a. Students b. Students c. Students	a. ADMG 385 quarterly b. ADMG/IT 374 quarterly when offered c. IT 461 quarterly when offered	a. 75 % of students will satisfactorily complete a good-news letter, a bad-news letter, a persuasive letter, and an analytical report. b. All teams will have at least a C in the project presentation. c. All teams will have at least a C in the project presentation.	a. No b. Yes c. No
(g) An ability to analyze the local and global impact of technology on individuals, organizations, and society.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Case Studies b. Exam Questions	a. Students b. Students	a. IT 301 quarterly when offered b. IT 301 quarterly when offered	a. 75% of students will complete the Case Studies with a C or above b. 75% of students will complete the Exam Questions correctly	a. Yes b. Yes

(h) Recognition of the need for and an ability to engage in continuing professional development.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Case studies concerning: self-concept, perception, active listening, values, personal goal setting, time management, stress management, trust, disclosure, and power of influence.	a. Students	a. ADMG 310 quarterly when offered	a. 75% of students will earn a satisfactory grade on the case studies.	a. Yes
(i) An ability to use current techniques, skills, and tools necessary for technology practice in the students' chosen career.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Final Project Grade b. Exercises c. Exercises d. Labs	a. Students b. Students c. Students d. Students	a. IT 248 quarterly; IT 422 quarterly; IT 426 quarterly when offered; IT 428 quarterly when offered; IT 470 quarterly when offered. b. ADMG/IT 374 quarterly when offered c. IT 461 quarterly when offered d. IT 457 quarterly when offered	a. 75% of students will satisfactorily complete the Final Project. b. At least 50% of the students will obtain a C or above in the exercises. c. At least 50% of the students will obtain a C or above in the exercises. d. 75% of students will complete the lab exercises with a C or above	a. Yes b. Yes c. No d. No
(j) An ability to use and apply current technical concepts and practices in the core information technologies.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. E-R Model Project that includes E-R diagram, logical model, and physical model of system. b. Exam	a. Students b. Exam	a. IT 468 quarterly when offered b. IT 351 quarterly when offered	a. 75% of students will satisfactorily complete the E-R Model Project. b. 75% of students will complete the exam with a C or above	a. No b. No
(k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of technologies.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Cases b. Assignments c. Project d. Assignments e. Exam	a. Students b. Students c. Students d. Students e. Exam	a. IT 362 quarterly when offered b. IT 461 quarterly when offered c. IT 462 quarterly when offered d. IT 351 quarterly when offered e. IT 351 quarterly when offered	a. 75% of students will obtain a C or above to their total score for the cases. b. 75% of the students will complete the assignments with a C or above. c. 75% of students will complete the project with a C or above d. 75% of students will complete the assignments with a C or above e. 75% of students will complete the exam with a C or above	a. Yes b. No c. No d. Yes e. Yes

(l) An ability to effectively integrate IT-based solutions into the user environment.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Cases b. Project	a. Students b. Students	a. IT 362 quarterly when offered b. IT 462	a. 75% of students will obtain a C or above to their total score for the cases. b. 75% of the students will complete the project with a C or above.	a. Yes b. No
(m) An understanding of best practices and standards and their application.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Assignments b. Exam	a. Students b. Students	a. IT 351 quarterly when offered b. IT 351 quarterly when offered	a. 75% of students will complete the assignments with a C or above b. 75% of students will complete the exam with a C or above	a. Yes b. Yes
(n) An ability to assist in the creation of an effective project plan.	1. Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in their chosen career.	1. Provide an outstanding academic and professional growth experience for students at all CWU locations. 2. Prepare students to participate in an increasingly diverse economy and environment.	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.	a. Project	a. Students	a. ADMG/IT 374 quarterly when offered	a. 75% of the students will complete the project with a C or above.	a. Yes

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Appendix G
General Education Supplemental – IT101 Computer Applications Assessment
Findings and Data Analysis

Students in all sections of IT101 for the past year have consistently met the department benchmark (75% of students attaining 75% or higher) for Word, Access, and PowerPoint skills. Attainment of the benchmark has been inconsistent for the Excel skills, and the benchmark has not been attained for the concepts exams. Beginning Fall 2010, the department will explore reasons for students not meeting the two benchmarks that have been inconsistent, and will implement new strategies to help students succeed in these areas.

Outcome	Assessment	% of Students Attaining Score of 75% or Higher on Exams (Weighted average of all sections)			Benchmark met?		
		Spring 2009	Fall 2009	Winter 2010	Spring 2009	Fall 2009	Winter 2010
Demonstrate an understanding of how to use Microsoft Word to create, edit, and format documents, including the use of graphics and tables	Word skills exam administered with myitlab assessment software	91%	93%	88%	Yes	Yes	Yes
Demonstrate an understanding of how to use Microsoft Excel to create, edit, and format worksheets and cells; create and use basic formulas; and create and format charts	Excel skills exam administered with myitlab assessment software	70%	77%	68%	No	Yes	No
Demonstrate an understanding of how to use Microsoft Access to create databases, tables, forms, and reports; and query databases	Access skills exam administered with myitlab assessment software	87%	96%	94%	Yes	Yes	Yes
Demonstrate an understanding of	PowerPoint skills exam	98%	99%	99%	Yes	Yes	Yes

how to use Microsoft PowerPoint to create and format slide presentations	administered with myitlab assessment software						
Demonstrate an understanding of basic Office terminology and concepts	Objective concepts exams administered through Blackboard	71%	71%	67%	No	No	No

IT101 Skills Exams Results (Weighted Average of all sections)

	Spring 2009	Fall 2009	Winter 2010
	% Correct	% Correct	% Correct
WORD 2007			
5.02 Beginning a New Document and Displaying Formatting Marks	98%	98%	97%
5.16 Use the Zoom Slider	99%	99%	99%
5.20 Checking Spelling and Grammar in an Entire Document	99%	99%	99%
5.21 Previewing and Printing a Document	95%	97%	96%
6.01 Setting Margins	98%	99%	98%
6.04 Adding Space After Paragraphs	95%	98%	98%
6.05 Using the Format Painter	66%	70%	60%
6.06 Finding and Replacing Text	61%	66%	62%
6.07 Cutting, Copying, and Pasting Text	94%	93%	93%
6.15 Customizing Bullets	84%	91%	89%
6.16 Inserting and Formatting Page Numbers	76%	77%	72%
6.18 Recording AutoCorrect Entries	78%	86%	83%
6.23 Creating a Reference Page	88%	89%	91%
7.02 Inserting Pictures from Files	93%	95%	94%
7.04 Wrapping Text Around a Graphic	97%	99%	99%
7.07 Adding a Page Border	91%	94%	94%
7.09 Formatting and Removing Tab Stops	73%	77%	74%
7.15 Creating and Entering Text into a Table	93%	91%	92%
7.19 Converting Text to Tables	86%	86%	85%
7.23 Merging Cells	92%	93%	93%
EXCEL 2007			
9.07 Inserting and Deleting Rows and Columns, and Using the Insert Options Button	83%	87%	84%
9.08 Constructing a Formula, Using the Sum Function, and Editing Numbers in Cells	96%	97%	95%
9.09 Copying a Formula Using the Fill Handle	97%	98%	98%
9.10 Formatting Financial Numbers, Using Column AutoFit, and Using Format Painter	80%	84%	81%
9.13 Charting Data	65%	66%	61%

9.15	Deleting Unused Sheets in a Workbook	99%	99%	99%
9.17	Displaying, Printing, and Hiding Formulas	74%	79%	71%
9.20	Using Arithmetic Operators	88%	89%	89%
10.02	Navigating Among Worksheets, Renaming Worksheets, Changing the Tab Color of a Worksheet	98%	98%	99%
10.04	Clearing Cell Contents and Formats	61%	67%	60%
10.05	Copying, Pasting, and Moving Cell Contents	90%	87%	87%
10.06	Wrapping Text in a Cell in Several Worksheets at the Same Time	68%	80%	77%
10.08	Constructing Formulas that Refer to Cells in Another Worksheet	60%	71%	69%
10.11	Using Parentheses in a Formula	60%	57%	53%
10.14	Performing What-If Analysis and Using Paste Special	64%	64%	59%
11.02	Using the MIN and MAX Functions	84%	90%	87%
11.05	Using the IF Function and Applying Conditional Formatting	65%	73%	65%
11.06	Applying Conditional Formatting Using Custom Formats & Data	65%	69%	67%
11.08	Using the NOW Function	81%	85%	86%
11.10	Sorting and Filtering in an Excel Table	75%	82%	77%

IT101 Skills Exams Results (Weighted Average of all sections)

Spring 2009 Fall 2009 Winter 2010

ACCESS 2007		% Correct	% Correct	% Correct
12.05	Deleting a Field in Design View	100%	100%	100%
12.06	Modifying a Field Size and Description in Design View	97%	98%	97%
12.08	Adding a Second Table to a Database	N/A	97%	96%
12.09	Adding Records to a Second Table	100%	100%	100%
12.11	Using the Simple Query Wizard to Create a Query	99%	99%	100%
12.13	Creating and Printing a Report	97%	97%	97%
13.03	Creating Table Relationships and Enforcing Referential Integrity	87%	93%	91%
13.04	Printing a Relationship Report	92%	94%	91%
13.06	Sorting Records in a Table on Multiple Fields	97%	98%	97%
13.09	Creating a new Query From an Existing Query	97%	99%	97%
13.12	Specifying Criteria Using a Field Not Displayed in the Query Result	91%	95%	92%
13.13	Using Is Null Criteria to Find Empty Fields	94%	96%	94%
13.17	Using Comparison Operators	95%	96%	94%
13.18	Using the Between. . . And Comparison Operator	71%	74%	76%
13.19	Using AND Criteria in a Query	95%	95%	95%
13.22	Using a Wildcard in a Query	67%	70%	66%
13.23	Using Calculated Fields in a Query	65%	68%	66%
13.24	Using the MIN, MAX, AVG and SUM Functions in a Query	88%	90%	88%
14.01	Creating a Form	87%	91%	92%
14.05	Creating a Form Using the Form Wizard	N/A	97%	97%

POWERPOINT 2007		% Correct	% Correct	% Correct
15.06	Inserting a New Slide	99%	99%	99%
15.07	Increasing and Decreasing List Levels	99%	97%	98%
15.10	Adding Speakers Notes to a Presentation	99%	99%	99%

15.14	Modifying Slide Layout	99%	99%	100%
15.15	Changing the Presentation Theme	99%	99%	99%
15.16	Creating Headers and Footers	95%	95%	96%
15.21	Moving Slides	96%	97%	97%
15.25	Accessing PowerPoint Help	98%	98%	98%
16.02	Changing a Bulleted List to a Numbered List	99%	99%	99%
16.06	Inserting a Picture Using a Content Layout	98%	98%	98%
16.10	Adding Text to Shapes	97%	96%	96%
16.11	Applying Shape and Picture Styles	81%	83%	81%
16.13	Applying Slide Transitions to a Presentation	95%	94%	93%
16.21	Creating a SmartArt Diagram from Bullet Points	92%	89%	91%
16.22	Changing the Color and Style of a Diagram	97%	95%	96%
17.01	Applying a Background Style	74%	70%	74%
17.02	Hiding Background Graphics	99%	99%	100%
17.06	Applying Entrance Effects	83%	91%	93%
17.09	Creating a Table	88%	84%	87%
17.12	Creating a Column Chart and Applying a Chart Style	99%	99%	100%